Alive PDF Merger: Order full version from www.alivemedia.net to remove this watermark!



Ain Shams University
Faculty of Education
Dept. of Curriculum and Instruction

The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills

A Thesis Submitted in Requirements for the Master Degree in Education

(Curriculum and Instruction: TEFL)

By

Azza Ashraf Mohammed Abdel Raheem
A Teacher of English in Minia

Supervised BY

Dr. Asmaa Gheith
Professor of TEFL, Former Director of CDELT, Faculty of Education, Ain Shams University

Dr. Zeinab M. Amin
Associate Professor of Technology
Faculty of Specific Education
Minia University

2011

Abstract

The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills

By

Azza Ashraf Mohammed Abdel Rahem

A teacher of English

The present study attempted to examine the effect of using computer edutainment on developing 2nd graders' writing skills. The study comprised thirty-second year primary stage pupils enrolled in Bani Hamad primary governmental school, Minia governorate. The study adopted the quasi-experimental design. Thirty participants were randomly assigned to one group and they were taught through a suggested computer edutainment program. Data were gathered and analyzed using both quantitative and qualitative instruments. A pre post electronic writing test, a pre post paper and pencil writing test, a writing scoring rubric, a vocabulary acquisition test, a self-assessment checklist, a writing skills strategies and concepts checklist, writing samples, a writing development record, and reflection logs were used in the study. Findings indicated that participants showed significantly higher levels of writing samples in the area of content and ideas, organization and form, style, and convention. Findings also showed significantly higher levels of vocabulary acquisition. Participants' writing samples and the writing development record showed that they internalized the writing strategies and concepts they were taught, and transferred them to their independent writing. Participants also showed that they moved from the emergent stage of writing to the conventional one. The improvement of pupils writing as demonstrated by multiple measures suggests that computer edutainment is an effective way for developing 2nd primary graders' writing skills in one of the governmental schools.

Key words: Computer Edutainment, Writing Skills

Acknowledgements

Thanks are first and foremost due to Allah.

I express my sincere appreciation to all who offered the assistance that made the completion of this study possible. I would especially like to express my deepest gratitude to my supervisors: I express very special thanks to Prof. Asmaa Gheith to whom I am indebted for her time, encouragement, constant support and feedback. She was always ready to devote much of her time to reading this thesis, giving remarks on the study and careful direction with limitless patience. I also express thanks to my supervisor, Dr. Zeinab Amin who gave me tremendous support for technology. Thanks for their mentorship, supervision, and guidance.

My sincere gratitude and love to my mother and father, without their financial and emotional support, my study in Cairo could have still been an impossible dream. To my brothers and my sister, I really thank them for always encouraging me.

Finally, I also thank my friends who have given me moral support and encouragement during this time. I am forever indebted to all those who have helped me. My sincere thanks go to my best friends, Khalid, Dr. Mohamed, Dr. Ali, and Mona Allam.

TABLE OF CONTENTS

Contents	Page
Chapter I : The Problem	1-15
Introduction.....	2
Background of the Problem…….	7
Statement of the Problem……	8
Research Questions…….	9
Research Objectives……	10
Research Hypotheses……..	10
Research Significance……	11
Research Limitations……..	12
Definition of Terms…….	12
Conclusion……..	15
Chapter II : Review of Literature	
Introduction……..	17
Part 1: Theoretical Framework……..	17
1. Edutainment	
1.1 Rationale for Using Computer Edutainment……	17
1.2 The Concept of Edutainment: Evolution, Core Attributes, Characteristics, and Benefits……	18-28
1.3 Edutainment and Learning Theories…….	28-32
1.4 Edutainment and Instructional Design Theories……..	32-39
1.5 Edutainment Environment……	39
2. Writing Skills	
2.1 The Nature of Writing……	42
2.2 Importance of Writing……	43
2.3 Writing Features ……	46
2.4 Writing Skills …….	46
2.5 Technology in Developing the Teaching of Writing…	49
2.6 Edutainment and Writing…….	51-56
2.7 Some Key Aspects of Teaching Writing……	56

2.8 Assessing Writing Skills…… 57

PART II: Review of Related Studies 63

A. Studies Investigating the Use of Computer Edutainment…….. 63

B. Studies Investigating the Writing Skills…… 75

PART III: Overall Reflections on the Reviewed Literature and Reviewed Studies…… 84

Conclusion…… 87

Chapter III: Research Design and Instruments 88

1. The experimental Design…… 89
2. Duration of the Experiment…… 89
3. Research Participants …… 89
4. Research Variables …… 92
5. Instruments……. 92
 - 5.1. The Enrichment Writing Activities Needs Assessment Survey (EWANA SURVEY)…..... 92
 - 5.2. Technology Survey…… 95
 - 5.3. Writing Skills Questionnaire…….. 96
 - 5.4. Pre-post Electronic Writing Test…… 99
 - 5.5. Pre-post Paper and Pencil Writing Test…….. 103
 - 5.6. Pre-post Vocabulary Test…… 106
 - 5.7. Writing Analytical Scoring Rubric……. 108
 - 5.8. Self- Assessment Writing Checklist…… 109
 - 5.9. Writing Strategies and Concepts Checklist…….. 110
 - 5.10.Reflection Logs……. 111
 - 5.11.Writing Samples…… 112
 - 5.12.Writing Development Record…… 112
 - 5.13.Computer Edutainment Program…… 113
6. Piloting the Program…… 116
7. Treatment…… 116
8. Conclusion…….. 119

Chapter IV: Findings and Discussion

Findings…… 122

Discussion…….. 138
Implications……..... 148
Conclusion…….. 153
Chapter V: Summary of the Study…… 155
References…… 165
Appendices:
Appendix (A) The Teacher's Guidebook……..... 197
Appendix (B)
-The Enrichment Writing Activities Needs Assessment Survey (EWANA SURVEY) 382
- Technology Survey…….. 386
- Primary Teachers-Writing Practices Survey……. 389
- Writing Skills Questionnaire…….. 395
- Pre-post Electronic Writing Test……. 400
- Pre-post Paper and Pencil Writing Test…… 410
- Writing Analytical Scoring Rubric……. 415
- Pre-post Vocabulary Test…… 417
- Self- Assessment Writing Checklist…… 420
- Writing Strategies and Concepts Checklist…… 423
- Reflection Logs…….. 426
- Early Literacy Achievement Test…… 429
- Computer Edutainment Evaluation Sheet…….. 436
- Writing Development Record……. 440
Appendix (C) -Tables of Writing Strategies and Concept Data…… 443
-Writing Development Record Data…… 459
Appendix (D) -Pupils' Writing Samples…….. 475

Appendix (E) -List of Jury Members…… .. 506
-Pictures…… 509
Summary in Arabic……..... 515

LIST of TABLES

No.	Table	Page
Table 1	Validity in the Enrichment Writing Activities Needs Assessment (EWANA)	94-95
Table 2	Internal Consistency of the Writing Test	101
Table 3	Difficulty Index, Facility Index, and Discrimination Index of the Electronic Writing Test	103
Table 4	The Reliability of the Early Literacy Achievement Tests	91
Table 5	Number of Pupils above Average Score, Number of Pupils under the Average Score and Percentage of Pupils above and under Average in the three Tests	91
Table 6	Minimum, Maximum, Mean, and Standard Deviation of the Scores of Each Item Obtained by the Participants on the EWANA Survey	123
Table 7	Descriptive Statistics for the EWANA Survey as a whole, Minimum, Maximum, Mean, Mode, Median, and Standard of Deviation	123
Table 8	The Four Research Constructs of the EWANA Survey	125
Table 9	T-test results of the Electronic Writing Test	126
Table 10	T-test results of the Paper and Pencil Writing Test	127

Table 11	T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Ideas and Content in the Pre-Test and Post-Test on the Paper and Pencil Writing Test	128
Table 12	T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Area of Style in the Pre-Test and Post-Test on the Paper and Pencil Writing Test	129
Table 13	T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Area of Organization and Form in the Pre-Test and Post-Test on the Paper and Pencil Writing Test	130
Table 14	T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Area of Convention in the Pre-Test and Post-Test on the Paper and Pencil Writing Test	131
Table 15	T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Pre-Test and Post-Test on the Vocabulary Test	132
Table 16	Composite Writing Strategies Checklist Data	134
Table 17	Composite of Writing Development Record Data	136

LIST OF FIGURES

No.	Figure	Page
Figure 1	Evolution of Edutainment	20
Figure 2	Characteristics of Edutainment aligned to the theoretical principals of constructivism	25
Figure 3	Jonassen's constructivist learning environments as viewed through Edutainment	33
Figure 4	Activity theory as viewed through Edutainment	35
Figure 5	Problem based learning as viewed through Edutainment	37
Figure 6	Problem-based gaming model describes the learning process with Edutainment	38
Figure 7	A conceptualized framework for Edutainment environment	40
Figure 8	Primary teachers' responses on the EWANA survey	124

Chapter I

The Problem

CHAPTER I

The Problem

Introduction

Writing is a process of communicating information. It makes communication visible across space and time, exerting a strong influence on our life. It is an integral part of a child's literacy development. Children should be able to express themselves clearly and concisely in written form. Graves (1994) cited in Bryson (2003) states that written communication should be developed simultaneously with reading, speaking, and listening skills within a balanced literacy system.

Writing can make sense of the events in our lives and fulfill a human need to "represent our experiences". Helping pupils to represent their own experiences will enrich their lives and our own. Therefore, when pupils find purpose and meaning in writing, they want to write more and will work to better express the purpose and meaning in their writing. The goal is to produce self-motivated, self-assessing and self-correcting writers (Bryson, 2003).

For pupils, writing is a necessity that serves as one predictor of academic success which depends on an adequate degree of writing fluency. Writing skills can be categorized as (a) higher-level writing skills, which include planning, organizing, and revising, and (b) lower-level writing skills, which include handwriting, grammar, punctuation, capitalization, and spelling. All of these skills may limit pupils' ability to respond successfully to demands of the general education curriculum. Pupils who have not acquired good writing skills cannot make full use of writing to support and extend their learning (Schumaker & Deshler, 2003; Graham & Harris, 2003 ; and Graham, 2006) cited in (Du, 2009).

Writing is a demanding task requiring attention to multiple processes. Not only do children need to learn the writing mechanics, but also they need to develop effective higher-level writing. Writing involves planning, organizing the composition, revising and improving the writing. Writing also requires self-regulation, self-assessing and attention to the composing process. The ability to regulate and monitor one's composing process is an important part of the writing process. Skilled writers use strategies to plan, write, and revise their compositions, as well as strategies to self regulate performance (Graham & Harris, 2003) cited in (Du, 2009). Writing is more than a piece of written work children write. It is the way children utilize strategies they have practiced during writer's lesson. This study focuses on developing not only basic writing skills of writing but also higher-level writing skills.

Although writing skills are important for communication, they do not receive their due attention for the part of the English syllabus of 2nd primary grade. The "Hand in Hand" English textbook series pays more attention to oral communication skills rather than writing skills. Writing skills in Hand in Hand are restricted to mechanics, especially copying and following principles of good handwriting. As mentioned in Hand in Hand teacher's guide, writing activities are designed specifically to help pupils acquire good life-long handwriting habits. According to Anderson & Keel (2002) and Brice (2004) cited in Du (2009) handwriting is considered one of the lower writing skills. Thus, an increasing number of pupils move to the third grade without sufficient exposure to writing skills. As a result, they are unprepared to begin formal writing instruction. Out of the researcher's experience, writing is not difficult to learn in the 2nd grade. As well as, written communication should be developed integratively with reading, speaking, and listening skills, within a balanced literacy system. Therefore, it is important for teachers to conduct enrichment writing activities, specifically designed to develop writing skills for these pupils.

Hence, developing writing skills through social constructivism may enhance them. Lin (2009) stated that writing is mainly a communicative and social act that requires a social context, audience, and other texts the writers may read while writing. Therefore, in the researcher's point of view, pupils can develop their writing through interaction, as it involves not just expression of one's own ideas but comprehension of those of the others. This view is also supported by Vygotsky who believed that children are active scientists whose cognitive ability is increased through interaction with a more knowledgeable one. This person can be a parent, teacher, or peer or technology. This notion led Vygotsky to identify an instructional area that he titled the Zone of Proximal Development 'ZPD'. It is the zone that bridges the gap between what is known and what can be known. This is the place where true learning occurs and where teachers should direct their teaching (Gomez, 2009).

Teaching children in the Zone of Proximal Development (ZPD) to advance children's knowledge is an important aspect for teaching children. To teach within the ZPD, teachers must provide learning experiences and activities that strike a balance between children's current skills and knowledge and children's potential (the high level they are expected to reach). Providing this support structure is important for children because it allows them to gain the skills needed to accomplish tasks that are just beyond their reach. With this type of support, children are able to advance without fear of failure.

To provide adequate instruction in the ZPD, teachers should use a support structure identified by Vygotsky as scaffolding which is a support structure provided by teachers and gives children the opportunity to extend their current knowledge and skills by providing them with tasks considered too hard without assistance but manageable through their teacher's support. It

is also described as all the things teachers do, and all the tools teachers provide to help learners be successful. The promise behind scaffolding is that what pupils can do with help today, they will be able to do by themselves tomorrow (Gomez, 2009 and Lehmann, 2004). In this study, scaffolding is an all-encompassing word for a myriad of tools, writing concepts, writing strategies and techniques that scaffold pupils in their writing. Additionally, through scaffolding, teachers of the primary stage can provide enrichment writing activities based on computer edutainment to develop 2nd graders' writing skills.

Computer edutainment is a constructive learning technique. It is the medium to introduce writing skills in this early stage. It provides a real opportunity for communication. Pour (2006) states that children learn best while playing. Computer edutainment applications combine entertainment and education in one package. Children learn best in a pleasant learning environment and the best learning environment is one in which children are able to have fun. Computer edutainment based learning is therefore a preferred vehicle for educating young children. So developing writing through computer edutainment, not through traditional methods, may enhance the writing skills.

Over the past decade, the computer has changed the ways we work and learn. A meta-analysis of research on computers and writing showed that the use of computers significantly improved the quality and quantity of student writing (Goldberg, Russell, & Cook, 2003). Writing with computer use involves the manipulation of certain applications. Computer edutainment is now used to describe a new computer based learning style in which education and entertainment are combined. The success of computer edutainment applications are often based on attractive visual presentation, interactive features, unlimited practice, and immediate feedback (scaffolds of the

computer program). While using these applications, children learn while they have fun. The feeling that they are forced to learn under pressure is now diminished. Edutainment offers children a way to wander through stories, information or games at their own pace and in their own way. Most of learners learn more when they are enjoying the learning process than when they have to drive themselves.

Computer edutainment embodies recognizable theories of learning styles. It is generally accepted that different learning styles exist. People tend to learn more effectively and are generally more satisfied when their personal learning styles are taken into account in the design of instruction. The potential exists through the use of computer edutainment for learning, that is, supporting preferred learning styles, encouraging development of other styles, and support for various teaching styles.

Amory (2007) states that computer edutainment influences learning through visualization, experimentation, and creativity and often supports development of critical thinking through discovery and problem solving, object manipulation and goal formation and competition. It can intrinsically simulate curiosity, which may be due to the presence of challenges, elements of fantasy, challenge, novelty, and complexity. It could be argued that computer edutainment contextualizes authentic challenges within collaborative environments.

Based on the above discussion, elementary school teachers can introduce computer edutainment into everyday writing activities of their classrooms. If this is integrated into the child's language environment, it will enable him/her to absorb new ideas and experiences that might otherwise be difficult to understand. In other words, computer edutainment can be used as a tool for teaching English as a foreign language in many different school settings.

Background of the Problem

According to the standards of the Ministry of Education of the 2nd primary graders concerning writing, learners progressively become writers who are able to construct increasingly complex message. In spite of this standard, The "Hand in Hand" English series of primary two pays more attention to oral communication skills than writing skills. The writing skills in Hand in Hand are restricted to the mechanics skills especially copying and following principles of good handwriting. As mentioned in "Hand in Hand" Teacher's Guide, all the writing activities are designed specifically to help pupils acquire good life-long handwriting habits. Thus, it concentrates on lower writing skills.

Although writing skills are very important for communication, they do not receive their due attention for the part of 'Hand in Hand' curriculum. In addition, an increasing number of pupils move to the third grade without sufficient exposure to writing skills. As a result, they are unprepared to begin formal writing instruction. Written communication should develop integratively with reading, speaking, and listening skills within a balanced literacy system.

This problem was further emphasized by the results of the survey that was designed and administered by the researcher (see appendix B, PP. 382). The survey was administered to forty senior teachers and supervisors of English. It aimed at answering the question: Do teachers need enrichment writing activities to develop 2nd primary graders' writing skills? Results of the survey revealed that teachers of the primary stage needed such activities. This finding is confirmed with an overall mean score of $\mu = 4.25$ and standard deviation $\sigma = .824$ on the EWANA survey (For analysis of the survey, see chapter four, pp. 124).

The problem was also emphasized by the results of a survey administered to forty English teachers and supervisors. This survey aimed at identifying the practices of the primary teachers' practices in teaching writing (see appendix B, pp. 389). There was a great deal of agreement in the responses. Upon analyzing the data obtained from the "Primary Teacher-Writing Practices survey", the researcher compiled the teacher responses for each survey question (For analysis of the survey, see Appendix B, pp. 393). Results were as follows:

1. Teachers allot more time to writing instruction. 2nd Primary graders write two times a week and they begin writing instruction in the second term of the academic year.
2. Teachers follow the method of copying and following principles of good handwriting in teaching writing. They use curriculum to determine the content of the writing focus lesson and traditional tests to assess pupils' writing.
3. Some teachers use small group conference and student teacher conference and the others do not.
4. The interactive writing, guided writing, and scaffolded writing are not used for teaching writing. Some teachers were using letter/sound correspondence in teaching writing.
5. Some teachers offer feedback during writing and the others offer it after writing. They do not allow pupils to write in their journal.

Statement of the Problem

The problem of this study can be identified in Egyptian 2nd primary graders' lack of the necessary EFL writing skills. This might be attributed to the fact that the English program in the "Hand in Hand" English textbook of primary two gives more concentration on oral communication skills than

writing skills. Writing skills in "Hand in Hand" are restricted to mechanics skills, especially copying and following principles of good handwriting. As previously mentioned in Hand in Hand, teacher's guide all the writing activities in "Hand in Hand" are designed, specifically, to help pupils acquire good life-long handwriting habits. However, it concentrates on lower writing skills. Therefore, the current study attempted to develop 2nd primary graders' writing skills through the use of computer edutainment.

Research Questions

The present study attempted to find answers to the following question through this main one:

"How effective would be the use of computer edutainment on developing 2nd primary graders' writing skills?"

This major question branches out into the following questions:

1. Do teachers need enrichment writing activities containing certain attributes to teach 2nd primary graders' writing skills?
2. What influence does computer edutainment have on the quality of pupils' writing?
3. What influence does the computer edutainment have on the quantity of pupils' vocabulary?
4. What influence does the computer edutainment have on pupils' self-assessment?
5. Are the 2nd primary graders satisfied with computer edutainment?
6. Are the writing strategies and concepts the pupils learned during their computer edutainment program transferred to their independent writing?
7. What development in pupils' writing will be demonstrated by pupils in an edutainment environment?

Research Objectives

The present study attempted to achieve the following objectives:

1. Identifying the effect of using computer edutainment on developing 2nd primary graders' writing skills.
2. Identifying the effect of using computer edutainment on developing 2nd primary graders' vocabulary.
3. Identifying the effect of using computer edutainment on developing 2nd primary graders' self-assessment.
4. Identifying pupils' reflection on using computer edutainment program
5. Surveying the primary stage teachers about assessing their need of enrichment writing activities.

Research Hypotheses

The following hypotheses were tested:

1. There are statistically significant differences between the means scores obtained by participants in the pre-test and those of the post-test of the writing skills on the electronic writing test in favor of the post-test.
2. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the quality of writing on the paper and pencil-writing test in favor of the post-test.
3. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of ideas and content on the paper and pencil-writing test in favor of the post-test.
4. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the

area of style on the paper and pencil-writing test in favor of the post-test.

5. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of organization and form on the paper and pencil-writing test in favor of the post-test.

6. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of convention of print on the paper and pencil-writing test in favor of the post-test.

7. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of post-test in the quantity of vocabulary on the vocabulary test in favor of the post-test.

Research Significance

The present study is an attempt to investigate the effectiveness of a proposed program based on computer edutainment on developing writing skills among 2nd primary graders. Besides, it emphasizes the importance of providing those pupils with necessary strategies, activities, and techniques that scaffold them in their writing and which hopefully would be internalized and transferred to their independent writing.

In the light of the previous considerations, it is hoped that the present study would:

1. Provide English language teachers, supervisors and curriculum designers with a list of writing skills necessary for 2nd primary graders to be taken into consideration while planning and designing the writing activities suitable for them as well as during evaluating their overall writing skills.

2. Contribute to a rethinking and modification of the teaching method currently adopted to develop writing skills in the Egyptian elementary school.
3. Provide elementary school teachers with better understanding of the significant role of computer edutainment, writing strategies, and scaffolds and consequently, some useful implications for teaching writing for 2nd primary graders.
4. Help 2nd primary graders develop their writing skills.
5. Help 2nd primary graders internalize the writing strategies and skills they have learned and transfer them to their writing.
6. Help the curriculum experts, especially those who work as consultant in the field of developing CALL systems, develop their work through using edutainment as a base for their designs.
7. Provide the teachers of the primary stage with e-writing test for the first time for assessing pupils' writing skills and achieving the objectivity in scoring.

Research Limitations

The present study was limited to:

1. A number of thirty pupils enrolled in a governmental primary school in Bani Hamad, El-Minia.
2. A proposed program of enrichment writing activities designed by the researcher and based on computer edutainment.

Definition of Terms

1. Computer Edutainment

Edutainment stems from two words education and entertainment, whether that is a narrative, game or some other kind of fun things. This

might take the form of a multimedia application for the computer, but in a broader sense, television programs may also be regarded as edutainment (Soreensen, et al., 2002). Edutainment is a term that describes a computer environment where learning and playing take place simultaneously (Pour, 2006).

Ramsey et al., (2006, p.29) define edutainment as the act of learning heavily through any of various media such as television programs, video games, films, music multimedia, websites and computer software. Entertainment is the media and education is the content .They also state that it relies heavily on technology, especially computer software. It is an effective teaching strategy both inside and outside school.

In this study, edutainment is a computer package of games in which pupils can learn while they are playing and thereby improve their ability to learn. This could be done by attracting learners through vividly colored animations, sound and interactive multimedia. Edutainment frequently indicates these messages: Fun for Brains, Play and Learn.

2. Writing skills

Writing skills are one of the productive skills that a learner is expected to achieve in order to ensure his/her communicative competence. Writing is a visual representation of speech. It is much more than the production of sounds. The symbols have to be arranged according to certain conventions to form words and the words to be arranged to form sentences (Barone, 2005).

In this study, writing is a constructive, generative and communicative activity in which writers pass by two stages. The first stage is 'learning to write' that focuses on 'surface' features such as spelling, punctuation and usage of correct words. The second stage is 'writing to learn' in which writers move to much freer or even creative writing where there are higher demands

and a greater focus on meaning and personal expression and where writers imagine, plan, organize, draft, revise, self-assess and use writing strategies.

3. Scaffolding

Scaffolding is the process of providing higher levels of initial support for pupils as they enter the ZPD with the gradual dismantling of the support structure as pupils' progress toward independence. It is also described as the things teachers do, and all the tools teachers provide, to help learners be successful. Scaffolding is a name for all the things that good teachers can do to help pupils complete their difficult tasks. It is an all-encompassing word for a myriad of tools and techniques (Lehmann, 2004).

In this study, the researcher adopts the concept of edutainment as a supportive strategy that can help 2nd primary graders write English integratively with the other language skills they are exposed to.

4. Zone of Proximal Development (ZPD)

Zone of proximal development (ZPD) refers to the distance between the [child's] actual developmental level as determined by independent problem solving and [his or her] level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. In Vygotsky's view, peer interaction, scaffolding, and modeling are important ways to facilitate individual cognitive growth and knowledge acquisition (Gomez, 2009).

It is a region of activities that individuals can navigate with the help of more capable peers, adults, or technology. ZPD can be composed of different levels of individual expertise (pupils and teachers), and can include artifacts such as books, computer tools, and scientific equipment (Lin, 2009).

The present study adopts the definition of Lin (2009) of the Zone of proximal development (ZPD) because it is compatible with the researcher's

design of the enrichment writing activities based on computer edutainment. These activities scaffold pupils in bridging the gap between their actual and potential development and help pupils develop their writing skills.

Conclusion

This chapter provided a general description of the study concerning the problem, research questions, research objectives, research hypotheses, research significance, research limitations, and key words were defined.

The remaining chapters discuss previous research on issues pertaining to edutainment, rationale for using computer edutainment, concept and characteristics of edutainment, edutainment and learning theories, edutainment and instructional design theories, edutainment environment, writing skills, importance of writing, writing features, edutainment and writing (chapter 2); describe the specific procedures and design that were adapted for this study, including an explanation of the rational and data collection, participant selection, and research design (chapter 3); present data analysis, results, discussion and its connection to existing literature (chapter 4); and summarize findings of the analysis, and include conclusions and recommendations for future research (chapter 5).

Chapter II

Review of Literature

CHAPTER II
Review of Literature

Introduction

In this chapter a review of literature and related studies will be overviewed. Part one presents concepts of edutainment, how learning occurs, edutainment and learning style, skills obtained from edutainment, and writing skills. Part two presents some related studies on edutainment and writing skills. Furthermore, Part three presents overall reflections on the reviewed literature and reviewed studied.

PART 1: Theoretical Framework

1. Edutainment

1.1 Rationale for using Computer Edutainment

According to Garris et al., (2002, p.445), there are several reasons for using computer edutainment for education and training purposes. These are:

1. The learning approach is shifting from traditional didactic model of instruction to a learner-centered approach, which emphasizes a more active learner role.
2. There are some studies in the literature showing that computer edutainment can be effective tools for supplementing teaching and complex subject matter.
3. The intensity of engagement that computer edutainment can invoke in learners.
4. When certain computer edutainment features are paired with instructional content, the power of computer edutainment can be exploited to engage and motivate learners towards learning.

5. The social nature of people, the increasing capabilities of technology and the demands of a nation for better education are putting into play the next big evolution in interactivity.

People play computer edutainment as it is engaging and relaxing. It is motivating and education frequently is not. Thus, one possible solution to learner engagement is to integrate computer edutainment into education (Swan, 2008). Therefore, in recent years the question for educators became what computer edutainment features should be paired with instructional content so that the learners are motivated to learn (Prensky, 2002).

Many people find computer edutainment so motivating because of the powerful sense of control given to players. According to Tuzan (2004), There are three characteristics of control: contingency, choice, and power. Contingency refers to the fact that learners' outcomes are dependent upon their responses. The choice is visible to the learner when there are alternatives for a specific task. These alternatives can be offered through different edutainment formats, fantasies, or audio-visual effects. Learners' actions in learning environments should create powerful effects. This strategy might have strong effects on subsequent motivation.

1.2 The Concept of Edutainment: Evolution, Core Attributes, Characteristics, Benefits and Skills obtained

1.2.1 The Concept of Edutainment

The new penguin English Dictionary (2000, p.444) defines edutainment as "a form of entertainment which is designed to include some educational content". The Canadian Oxford Paperback Dictionary (2000, p.301) characterizes it as "entertainment with an educational aspect". The term “edutainment” has been used to indicate the use of computer games partly educational and to some extent entertaining (Pan et al., 2008, p.205).

Edutainment stems from the two words education and entertainment. It combines two functions: entertainment and education. It is a new type of computer games which could become an alternative to the mass brain–washing computer games that kill individual creativity. Edutainment is a hybrid genre that relies heavily on visual material, on narrative or game-like formats. It is an interactive software program that incorporates educational material into an entertainment environment to try to capture and motivate. Edutainment is chosen to combine delight and entertainment, giving accent to the first as an essence of the latter. The purpose of edutainment is to attract, hold the attention of the learners, improve language skills, widen viewpoint, develop reasoning ability, and arouse interest by engaging their emotions through a computer monitor full of vividly colored animations. (Tuzun,2004; Sotirova, 2004; Okan, 2003; Berinker, 1995; Blue, 1996; Sound Waves, 1996; Konzack, 1999; Konzack, Lars,1999; Fisher,1994; Gredler,1992; and De Laurentiis, 1993).

In the researcher's point of view, edutainment is a computer software package in which students can learn while they are having fun. This can be done by attracting learners' attention through animations, sounds, and interactive multimedia. Edutainment software frequently indicates these messages: Fun for Brains, Play and Learn.

1.2.2 Evolution of Edutainment

Reviewing literature, the researcher modified a figure produced by Egenfeldt (2005) concerning the evolution of games and designed a figure that combined three generations of games and connected them with the progression of learning theories (see Figure 1). The first generation’s perspective corresponded to the description of early video games, which assumes that learning occurs as a response to different stimuli. The behavior became the centre of attention. Most video games have failed because the games concentrated on the entertainment and developed violence more than education. They were less educational which did not support progressive

understanding. The second generation's perspective corresponded to the description of computer games, which was based on a cognitive approach. The learner became the centre of attention. People are not black boxes: they have previous knowledge, ideas, concepts, different schemata. This generation also gives more concentration on entertainment rather than education. The third generation's perspective corresponded to the description of computer edutainment. This approach not only exclusively focuses on the specific entertaining, but also looks at the broader process of educational use of computer games. It stressed the key role of providing a social context that facilitated asking the right questions and going to the right places. The teacher became central as a facilitator, adapting computer edutainment experiences to school.

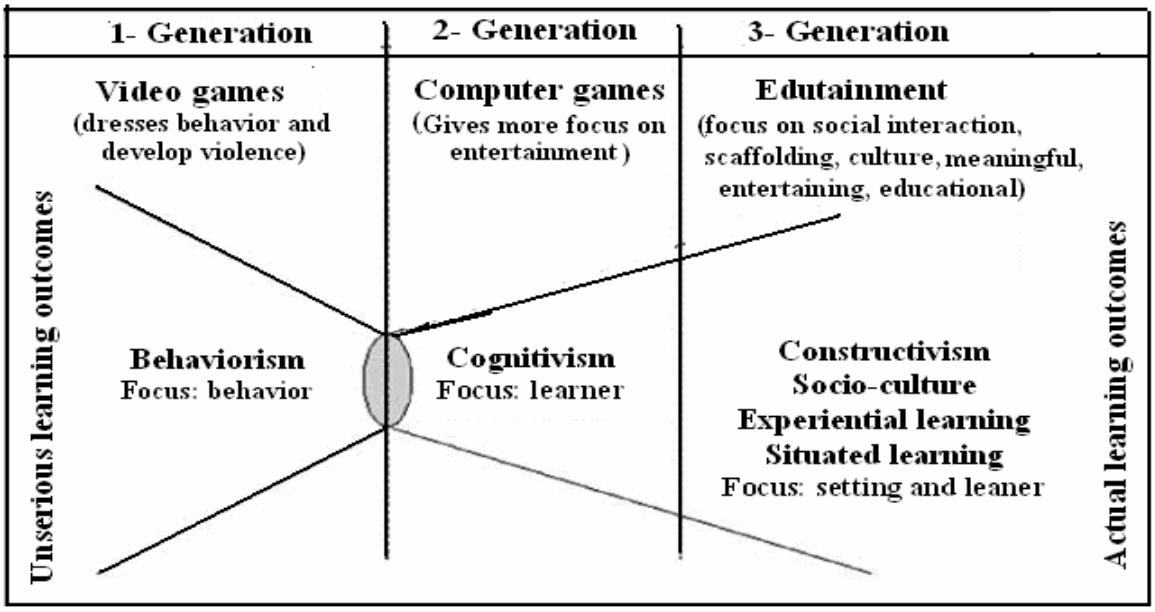


Figure 1. Evolution of Edutainment

1.2.3 The Core Attributes and Adaptive Use of Edutainment

Over the last few decades, educators have been interested in exploring the affordance of the computer edutainment. Therefore, it is worthwhile to explore the affordances of the computer edutainment, examine the attributes, and transform them into the teaching strategies. Khine & Suja'ee (2008, pp.

192-203) enumerated the core attributes of interactive computer edutainment and adaptive use for edutainment as follows:

1. Capturing Learner's Interest: In every lesson, the teacher needs to excite the children with some novelty to capture their attention. These can be in the form of interesting edutainment, suspense and excitement. In computer edutainment players pursue the ultimate objectives through struggle, cooperation, or simply from engaging in social interaction with others, and all these build-up to a climatic finish. This is engineered to keep the students in alignment and focus on the higher purpose, and provide them with a sense of achieving little victories.

2. Anchoring Content to Reality: In computer edutainment, we need to draw lessons from all our life experiences and learning, and turn them into tools to help us prevail over life challenges. The advantage of anchoring content to reality would promote transfer of knowledge. Students will be able to see more relevance and connection in what they learn to their daily experience. They will be more motivated to learn and to participate actively regardless of their entry level competency and learning style.

3. Creating Learner Puzzlement: Challenges, puzzles, and quests are not only instrumental in learning, but they are also important features in computer edutainment. The reason for this is, firstly a well-designed computer edutainment serves appropriately as the mentor or capable peers to help players move from their actual development level to their level of potential. Secondly, challenges, puzzles, and quests in computer edutainment are authentic examples for the realization of flow taken from Csikszentmihalyi's flow theory. A flow is the state where you will find a person to be in the optimal state of intrinsic motivation.

4. Providing Generous Choices: In solving challenges, puzzles and quests in computer edutainment, players are often confronted with a number of choices to take. Then, they will have to make up their mind which path to take from a number of choices. By taking any of these choices, the players will

find different scenario unfold before them. Hence, many computer edutainment designers see computer edutainment as "a series of interesting and important decisions leading to a satisfying conclusion.

5. Focusing on the Flow: Flow is the state where you will find a person to be in the optimal state of intrinsic motivation. The flow state comes about from balancing the challenge of task and skill of learner.

6. Encouraging Collaboration: Collaboration is an instrumental component in learning. Computer edutainment design helps to establish collaboration by moving from an individual-centric activity to a more social activity where many people meet and solve quests together. Challenges, puzzles, and quests in computer edutainment not only support learning but help learners collaborate in promoting social agenda.

7. Promoting Creativity: Jobs in the future will demand more creativity and problem solving skills. In computer edutainment design, students have the opportunity to create artifacts and share their creations. Edutainment involves higher order skills that requires the player think strategically, analyze the opponent's characteristics, draw a strategy to win, and make swift and timely decisions.

The above examples illustrated the core attributes of the computer edutainment that can be used for edutainment in any classroom situations. When the students see the relevance of the materials that connects to their daily life they tend to participate actively in the learning process. Students also take more interests in the topic if it is presented in inquiry mode. Students come from the varying background and experience and they should be allowed to progress their learning at their own pace. Therefore, having many opportunities to choose the type of content, level of difficulty, and mode of participation are important elements in lesson preparation. It is clear that such characteristics are prevalent in edutainment designs.

1.2.4 Characteristics of Computer Edutainment

Green and McNeese (2007) promote the use of edutainment to supplement the school curriculum. Ortiz, et al., (2006, pp. 317-318) suggested some key characteristics of computer edutainment:

1. Computer edutainment is fun for small kids and young male teenagers. This suggests that entertaining educational computer edutainment would be appealing for a broad audience and applicable not only for primary/secondary school learners, but also in corporate and long-life learning.
2. Computer edutainment is immersive. It transfers the identity of the player to the recreated world and immerses him/her in whatever reality the designer of the game wanted. Thus, computer edutainment can provide a constructivist and embodied learning process.
3. Computer edutainment stimulates cooperation/competition as the environment in edutainment is often populated by characters that provide interaction. For instance, multiplayer computer edutainment involves several players at the same time and makes them collaborate or compete in the achievement of goals. Therefore, when computer edutainment applied to education, it can serve as a medium for collaborative learning even without requiring the involvement of actual peers.
4. Computer edutainment promotes the creation of communities of practice. Playing computer edutainment, even a single-player game, is not an isolated activity. New players soon learn details about the strategies, play styles, ..etc. These communities are essential vaults for learning about edutainment, and it all happens on a peer-to-peer basis. There are no instructors and no learners, yet some vast vaults of knowledge and learning are formed without external influence.

5. Computer edutainment is interactive environments where there are competition, rules, rewards and a specific outcome.

Kiili (2007, p.403) states that authenticity, collaboration and learning by doing were found to be most important characteristics of effective computer edutainment. The role of the computer edutainment was seen more like applying previously learned knowledge than studying totally new issues. Generally, properly designed computer edutainment can be used in higher education to make complex theoretical knowledge more approachable. In fact, computer edutainment is seen as good tools to understand cause and consequence chains. This is a very important finding because traditional learning methods often failed to facilitate such an understanding.

Moreover, there are four more characteristics of computer edutainment: representation (edutainment represents reality), interaction (acknowledges and reacts to the player), conflict (edutainment always presupposes a conflict). This can be either between several players or between the player's goal and whatever prevents the player from reaching that goal and safety (in a literal sense; gambling is a special case). Edutainment offers a three-dimensional learning construct, with teachers talking to students, students challenging each other and an entire classroom discussing the causes and effects of an edutainment scenario (Sotirova, 2004; Dempsey et al., 2002; and Squire, 2002).

DeKanter (2005, p.27) states that edutainment also has essential characteristics such as:

1. Anchor all learning activities to a larger task or problem.
2. Support the teacher in developing ownership of the overall problem or task.
3. Design an authentic task.

4. Design the task and the learning environment to reflect the complexity of the environment they should be able to function in at the end of learning.
5. Give the learner ownership of the process used to develop a solution.
6. Design the learning environment to support and challenge the learner's thinking.
7. Encourage testing ideas against alternative views and alternative contexts.
8. Provide opportunity for reflection on both the content learned and the learning process.

According to these characteristics we can see how closely these characteristics of edutainment aligned to the theoretical principals of constructivism (see figure 2) described by Savery and Duffy (1995). One of the most important intersections between edutainment and the constructivist learning framework is the idea that, "knowledge is socially negotiated (Savery & Duffy, 1995, pp. 31-38)."

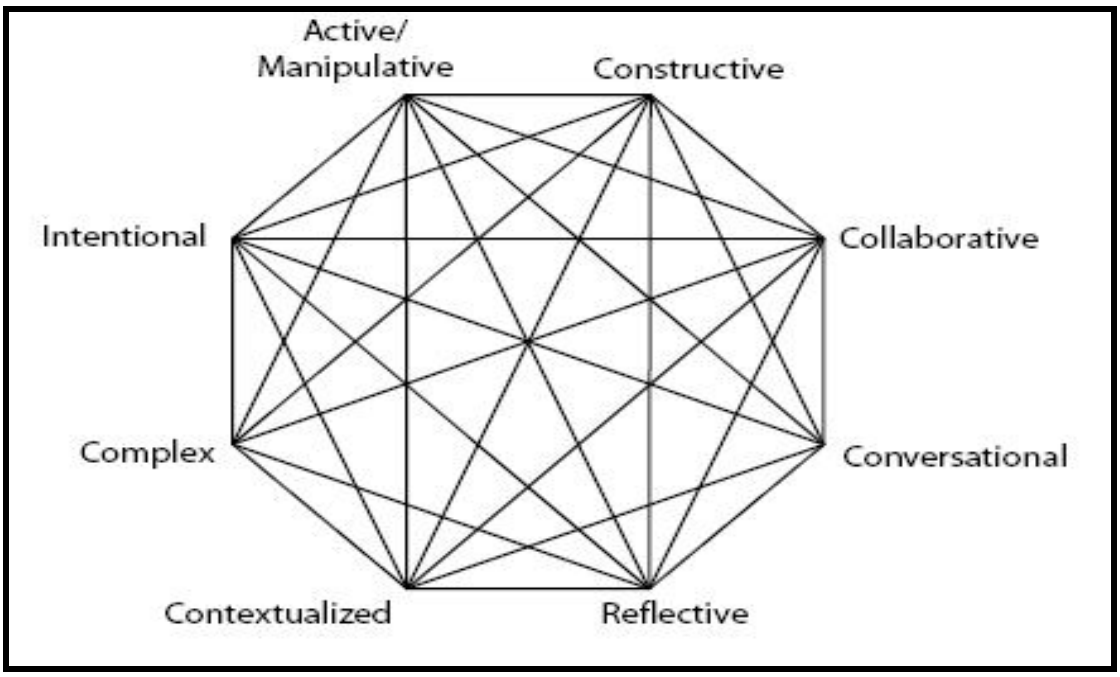


Figure (2): Characteristics of Edutainment aligned to the theoretical principals constructivism, Source: (Jonassen, 2005).

1.2.5 Benefits and Skills obtained from Computer Edutainment

Computer edutainment is a useful instrument for learning specific strategies and for acquiring knowledge. It develops the learning that is likely to have long-term consequences. Computer edutainment can be used to learn a particular content, but it may leave an impression on the learners as well (Gros, 2007). Now, more researchers are looking at possible benefits of edutainment and have found that they may improve social skills, encourage teamwork, increase knowledge pertaining to technology, develop math and reading skills, and improve problem- solving (Christopher, 2007). It can also support skills such as critical thinking skills, strategic thinking, planning, communicating, negotiation skills, group decision-making and data-handling. They also observe that edutainment promotes higher levels of attention and concentration among students. It increases student motivation, interest, self-efficacy, and engagement when used as teaching tools. There is a widespread view among educators that computer edutainment can be a powerful tool if we can exploit the affordances and harness the application in classroom settings (DeKanter, 2005; Deleveaux, 2007; Dempsey, et al., 2002 ;Kirriemuir & McFarlane, 2004; Dickey, 2006; Prensky, 2004; Hoffman, 2005; Honeycutt, 2005; Kirk, 2004; Kriz, 2003; Manwell, Jennifer 2005; Hussain et al., 2003; Christopher, 2007; Prensky,2007; Rosas, et al., 2003 and Thomson &Dass, 2000).

In Computer edutainment, students participate in inductive reasoning, metacognitive analysis, and problem solving during play. It could help students retain, maintain information, review, and practice material taught to them because it provides immediate feedback. It enhances cooperative learning, team building, and they encourage learners to work towards a common goal. Computer edutainment is more than toys, as it allows thinking and social interaction to come together. It helps increase motivation, practicing and reviewing activities because it provides immediate feedback

and helps increase the students' positive attitudes, and produce a state of flow, which increases motivation and in turn support the learning process (Paras & Bizzocchi, 2005) cited in Khine & Suja'ee (2008). When students are engaged with the computer edutainment they are less likely to misbehave because they are focused on a task. It helps instructors identify gaps or weakness in students' knowledge and reinforce new relationships between important or complex concepts (Dehaan, 2008; Shaffer, 2006; Shaffer et al., 2004; Pillay et al., 1999; Anderson, 1998; Gredler, 1992; Jurenovich, 1994; Kaput, 1994; Kirk, 2004; Kashibuchi & Sakamoto, 2001; Shaftel, 2005; Neimeyer, 2006; Kurz, 2005; Kirk, 2004 and Dickey, 2006).

Edutainment can also simultaneously encompass several other active learning strategies such as role-plays, debates, cooperative learning activities, computer-enhanced instruction, simulations, case studies, small group discussions, reading, writing and speaking tasks. When edutainment is used as part of the experiential and active learning models, it can provide a common experience which can be analyzed, reflected upon, adapted and customized to meet the needs and objectives of any type of course ((Kirk, 2004; Thomson and Dass, 2000; Gredler, 1992; and Petranek, 2000).

Edutainment helps enhance the process of reflection. In an edutainment environment, students need to reflect on each perspective, as well as the opinions and experiences of their peers (Peters &Vissers, 2004). In computer edutainment, reflection is referred to as "debriefing", and it is the most important aspect of using edutainment for teaching purposes (Honeycutt, 2005). Thatcher (1986) cited in Honeycutt (2005, p.45) defines debriefing as "the process of reflecting on and exploring what had occurred from the point of view of each of the participants". Kriz (2003), Peters & Vissers (2004), and Honeycutt (2004) agrees that the purpose of debriefing is to: assess how well students are bridging the gap between theory and practice, provide

opportunity to develop students' communication skills, support students' engagement and contribution to the class, provide opportunity to students to express themselves, encourage, and step out to compare and contrast their experience to others. Petranek (2000) explained that debriefing enhances analytical learning, individual interpretation, organization of ideas, and development of personal meaning resulting from the experience.

In the edutainment environment the learning environment changes to become more relaxed and open, it can have a positive effect on other class sessions as well (Honeycutt, 2005). In this environment, the instructor and students play different roles than they do in traditional classrooms. The teacher becomes more of a facilitator of the learning process, and most of the student interaction is among peers (Anderson, 1998). In this situation students immerse themselves in a complex, information rich, dynamic environment where they must make sense, infer, decide, and act quickly in order to win the race (Brown, 2005 & Barab, et al., 2005).

1.3 Edutainment and Learning Theories

1.3.1 Vygotsky's Theory of Social Development

Edutainment was supported by Vygotsky's theory of social development. Vygotsky did not believe that maturation completely determined development (Bodrova & Leong, 2007). Therefore, this notion led Vygotsky to develop the theory of social development, which states that development is dependant on social interaction and it is through interaction with people that cognitive development takes place. This theory "represents a view of development in which interactions between children and adults are viewed as critical to the process of knowledge acquisition" (Edwards, 2005, p. 42).

Vygotsky's theory of social development falls into the broader framework of constructivism. He believed that children are active scientists whose cognitive ability is increased through interaction with a more knowledgeable other. This person can be a parent, teacher, peer, or technology. This notion led Vygotsky to identify an instructional area that he titled the ZPD. It is the zone that bridges the gap between what is known and what can be known. It is the place where true learning occurs and where teachers should direct their teaching (Riddle, 1999).

1.3.1a *Teaching in the Zone of Proximal Development (ZPD)*

Teaching in the ZPD to advance children's knowledge is an important aspect of Vygotsky's theory. To teach within the ZPD, teachers must provide learning experiences (activities) that strike a balance between children's current skills and knowledge and children's potential given their ability level. Working in their ZPD broadens the scope of developmentally appropriate activities because it includes both the level of assisted performances and their emerging processes and skills. Vygotsky more clearly defined the ZPD as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in the collaboration with more capable peers. Providing this support structure is important for children because it allows them to gain the skills needed to accomplish tasks that are just beyond their reach (Bodrova & Leong, 2007).

To provide adequate instruction in the ZPD teachers must use a support structure identified by Vygotsky as scaffolding. In essence, through scaffolding learning within the ZPD, what children can do with help today, they will be able to do on their own tomorrow.

1.3.1b Importance of Scaffolding in the Zone of Proximal Development

The concept of scaffolding is grounded in Vygotsky's social development theory. Scaffolding is a support structure provided by teachers that gives children the opportunity to extend their current knowledge and skills by providing them with tasks considered too hard without assistance but manageable through the support of teacher, peers, and technology. It is also described as a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his assisted efforts. This type of support structure allows teachers to work effectively in the ZPD and is considered as one of the most recommended, and powerful instructional techniques in education (Clark & Graves, 2005). Teachers who use scaffolding to support beginning writers are more effective in teaching writing. Additionally, through scaffolding, teachers are providing another important service to their students, known in education as differentiation.

1.3.1c How computer Edutainment Fits the Theory

The computer edutainment program fits Vygotsky's theory of social development because it contains activities that provide ample opportunities for the teacher to interact with pupils and pupils interact with their peers to build their writing skills. Khine & Suja'ee (2008) state that a well-designed computer edutainment serves appropriately as the mentor or capable peers ("teacher") to help players move from their actual development level to their level of potential development. Therefore, edutainment activities allow the teacher to teach in the instructional area identified by Vygotsky as the ZPD by providing learning experiences considered a little too hard for the students to complete on their own, but with the support of edutainment are obtainable. This type of support structure is more commonly known in education as scaffolding.

Using the scaffolding process, Computer edutainment activities are designed with simple sentence patterns that have a repetitive sentence structure. The sentences were written in boxes to facilitate the process of typing and develop the concept of sentence and word (recognize that the sentence consist of words and the word consist of letters). Using the scaffolding process, the teachers with the help of Computer edutainment are able to scaffold students' learning in their ZPD by assisting student performance so that learners move from being incapable of performing a writing task or a set of skills to performing them without assistance. The ultimate goal in scaffolding is to move the learners to where performance is automatic, requiring no teacher assistance because the needed skills and concepts are fully developed. By structuring writing instruction in this manner, teachers are able to move beginning writers along a continuum of learning by helping them construct strategies and build a knowledge system that supports the writing process.

1.3.2 Edutainment and Rogers' Experiential Learning Theory

Rogers viewed learning on a continuum ranging from cognitive (meaningless) to experiential (significant). Cognitive learning includes academic knowledge such as memorizing multiplication tables or spelling words. Experiential learning refers to activities that are applied and lead to some type of personal growth or change (Kirschenbaum, 1979) cited in Honeycutt, (2005). In experiential learning, there are four qualities which facilitate and enhance the learning process. It (a) requires the learners' personal involvement; (b) is based upon direct practical, social, personal or research problems that relate to the learners; (c) is self-evaluated by the learners; and (d) has persuasive effects on the learners. Rogers referred to traditional, rigid approaches to education as "self-defeating systems" that prescribe too many limitations and restrictions, resulting in loss of creativity

and curiosity that ultimately affects students' learning and development (Rogers, 1969) cited in Honeycutt (2005, p. 16).

Experiential education is a form of active learning and students, no matter what their age, need opportunities to engage in activities—with teachers, fellow students, and materials—that help them create their own mental structures and test them (Amory, 1999; Meyers &Jones, 1993). The use of computer edutainment meets all Rogers' four qualities for facilitating and enhancing the learning process as computer edutainment: (a) requires the learners' personal involvement; (b) can be based upon direct practical, social, personal or research problems that relate to the learners; (c) provides students with the opportunity to evaluate their own progress and success; and (d) makes lasting impressions on learners because computer edutainment is unique, fun and challenging.

1.4 Edutainment and Instructional Design Theories

There are several learning and instructional design theories that are embodied in computer edutainment. It is useful as a means of starting to build support for the main assumption, namely that 'good' computer edutainment embodies 'good' pedagogy. The following analysis describes how computer edutainment are seen through the lens of three pedagogical models: Jonassen's Constructivist Learning Environment, Problem-Based learning, and Activity Theory.

1.4.1 Constructivist Learning Environment

The fundamental view behind constructivist learning environments is that technologies can and should be used to keep students active, constructive, collaborative, intentional, complex, contextual, conversational, and reflective. An ideal constructivist learning environment would give the learner a great

deal of freedom to interact with it and still present the learner with interesting problems to solve and things to discover (Duffy & Jonassen, 1993).

The next explanation shows that computer edutainment environment embodies the elements of constructivist learning environment as shown in figure (3). Jonassen et al., (2006, pp. 45-61) mentioned these elements as the following:

Active: Learners are engaged by the learning process in mindful processing of information where they are responsible for the result. This notion lies at the very heart of computer edutainment.

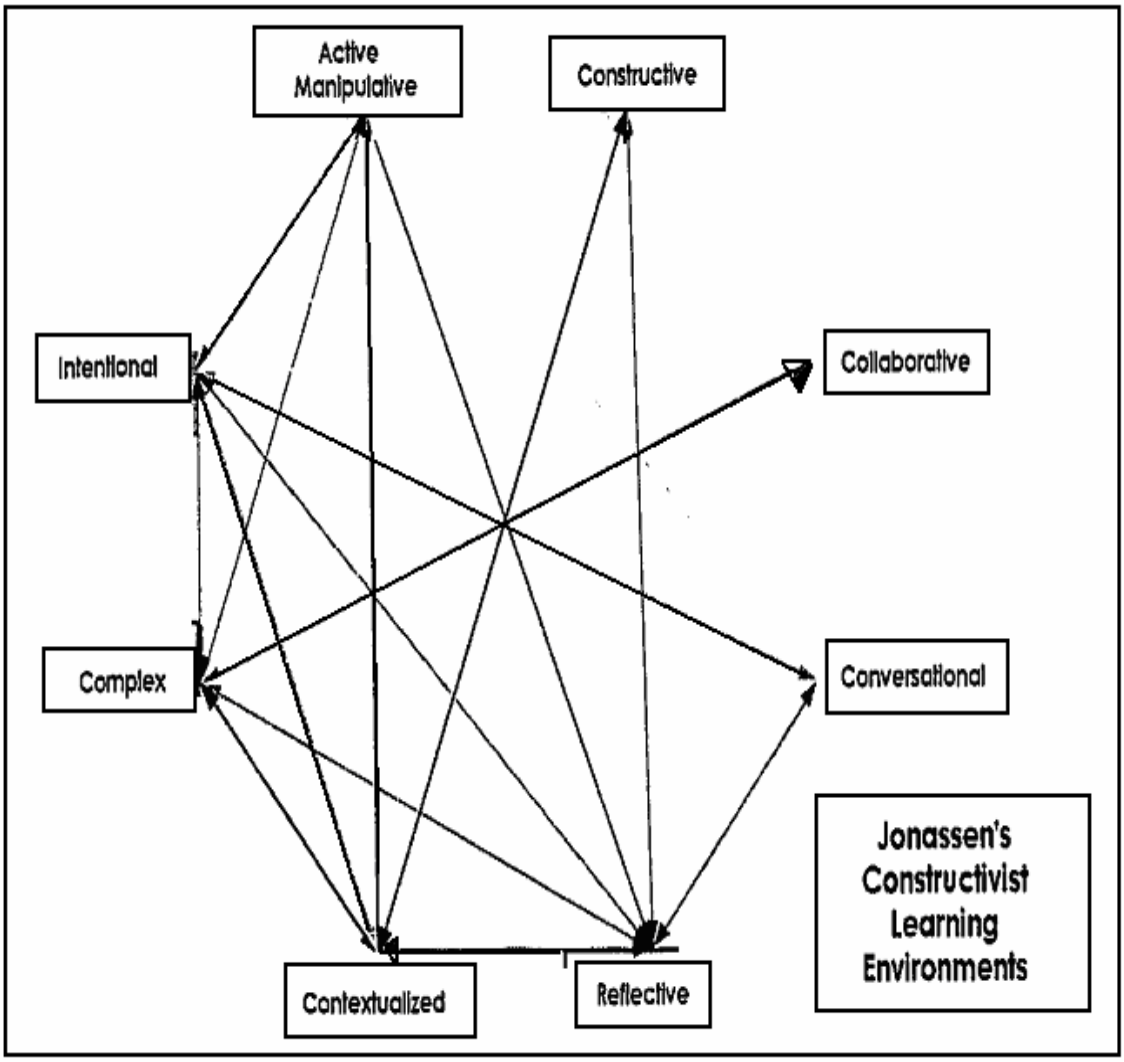


Figure 3: Jonassen's Constructivist Learning Environments as viewed through Edutainment
Source: Becker (2008)

Constructive: Learners integrate new ideas with prior knowledge in order to make sense, curiosity, or puzzlement. When viewed from a different perspective computer edutainment is constructive literally as well as conceptually in that we begin with access to a single level in a single world and we are given the impression that other levels are there but the pathways needed to reach them do not yet exist.

Collaborative: Learners naturally work in learning and knowledge building communities, exploiting each other's skills while providing social support and modeling and observing the contributions of each member. Human naturally seek out others to help them to solve problems and perform tasks.

Intentional: All human behavior is goal directed that is, everything that we do is intended to fulfill some goal. When learners are actively trying to achieve a cognitive goal, they think and learn more.

Complex: We need to engage students in solving complex and ill-structured problem as well as simple problems.

Contextual: Learning should be situated in some meaningful real world or case-or problem-based task.

Conversational: Learning is inherently a social, dialogical process. That is, given a problem or task, people naturally seek out opinions and form others. Technologies can support this conversational process by connecting learners across town or across the world.

Reflective: Learners should be required by technology-based learning to (articulate) what they are doing, the decisions they make, the strategies they use, and the answers that they found. Computer edutainment allows players to share tips, knowledge, experiences, and artifacts that they have produced.

1.4.2 Activity Theory

The main focus of this theory revolves around the interrelationship of the subject (the learner), the object (the goal which leads to the outcome), and the tools (both physical and conceptual) used to mediate between them. It suggests that the relationship between objects in the environment and people are mediated by culture and its roles, the community, and by labor and its roles and development (Becker, 2008).

Activity Theory is descriptive rather than predictive, and offers a useful perspective through which to view the design of computer edutainment. Edutainment designers should consider some elements: the players who may take several roles in the game (subjects), the choice of the object that affects how the edutainment will be played, the tools that lie in signs, laws…ect, and the rules that underpin all progress computer edutainment. The designer should consider whether the edutainment is a single or multi-player mode (community) (see figure 4).

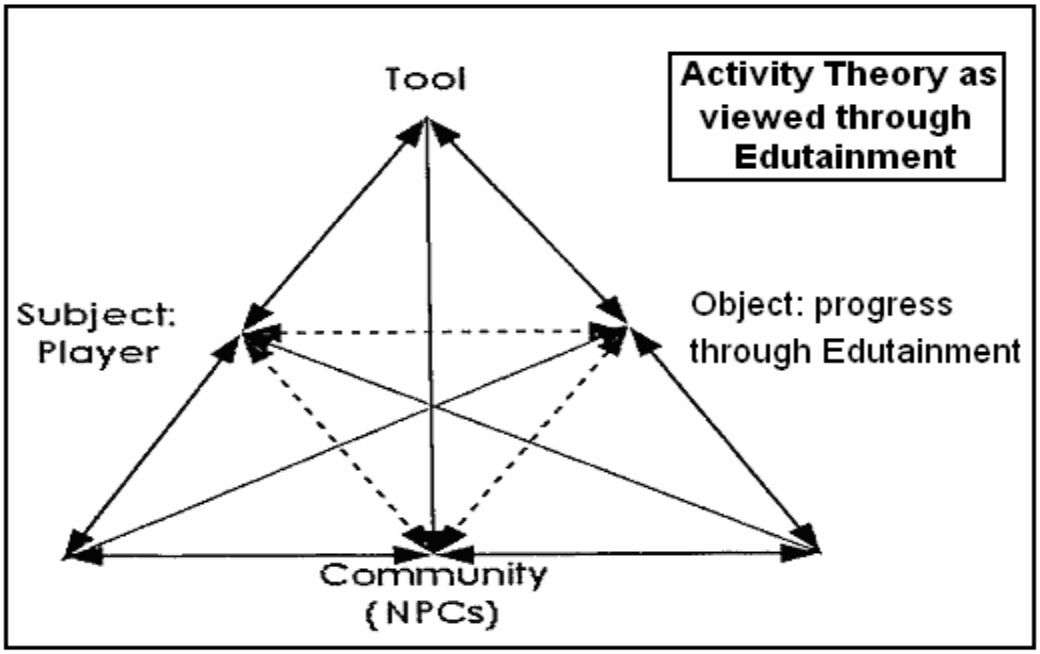


Figure 4: Activity Theory as viewed through Edutainment

Source: Becker, 2008

1.4.3 Problem-based Learning

Problem-based learning (PBL) is intended to build on the efficacy of experiential learning and promote learning through investigation of a problem, which learners must solve in groups or individually. Learning is student centered and relies upon self-directed learning (Savin-Baden, 2000).

The design of edutainment can match very closely with the formal PBL approach as shown in figure (5). It is usually assumed that there will be a collaborative group of participants involved in the process who explore the issues, develop and write out the problem, then hypothesize about possible solutions that accomplished in edutainment by dialogue exchanges between various characters, then gather information and other additional information. The players also think about the 'how' and 'what' when dealing with information needed to solve the problem and then present their solution when they are done.

Kiili (2007) developed an empirically allocated model about problem-based gaming that can be utilized to design pedagogically meaningful edutainment. Authenticity, collaboration, and learning by doing were found to be the most important characteristics of effective edutainment. Results also showed that the proposed model describes well the problem based gaming process in which the reflection phase seems to be a vital factor. The outcome of the reflection phase may be personal synthesis of knowledge, validation of hypothesis laid or a new playing strategy to be tested.

The PBG approach emphasizes the meaning of authentic learning tasks, experiential learning, and collaboration. Because edutainment usually allows players to creatively test hypotheses and reflect on outcomes in the game world. In fact, edutainment itself is a big problem that is composed of smaller causally linked problems (Kiili, 2005 and Savery & Duffy, 1995). Figure (6) illustrates the PBG model distinguishing the learning process into elements.

The model describes learning as a cyclic process through direct experience in the edutainment world. The model does not consider edutainment either as an individual or social activity because edutainment can consist of both individual and social events.

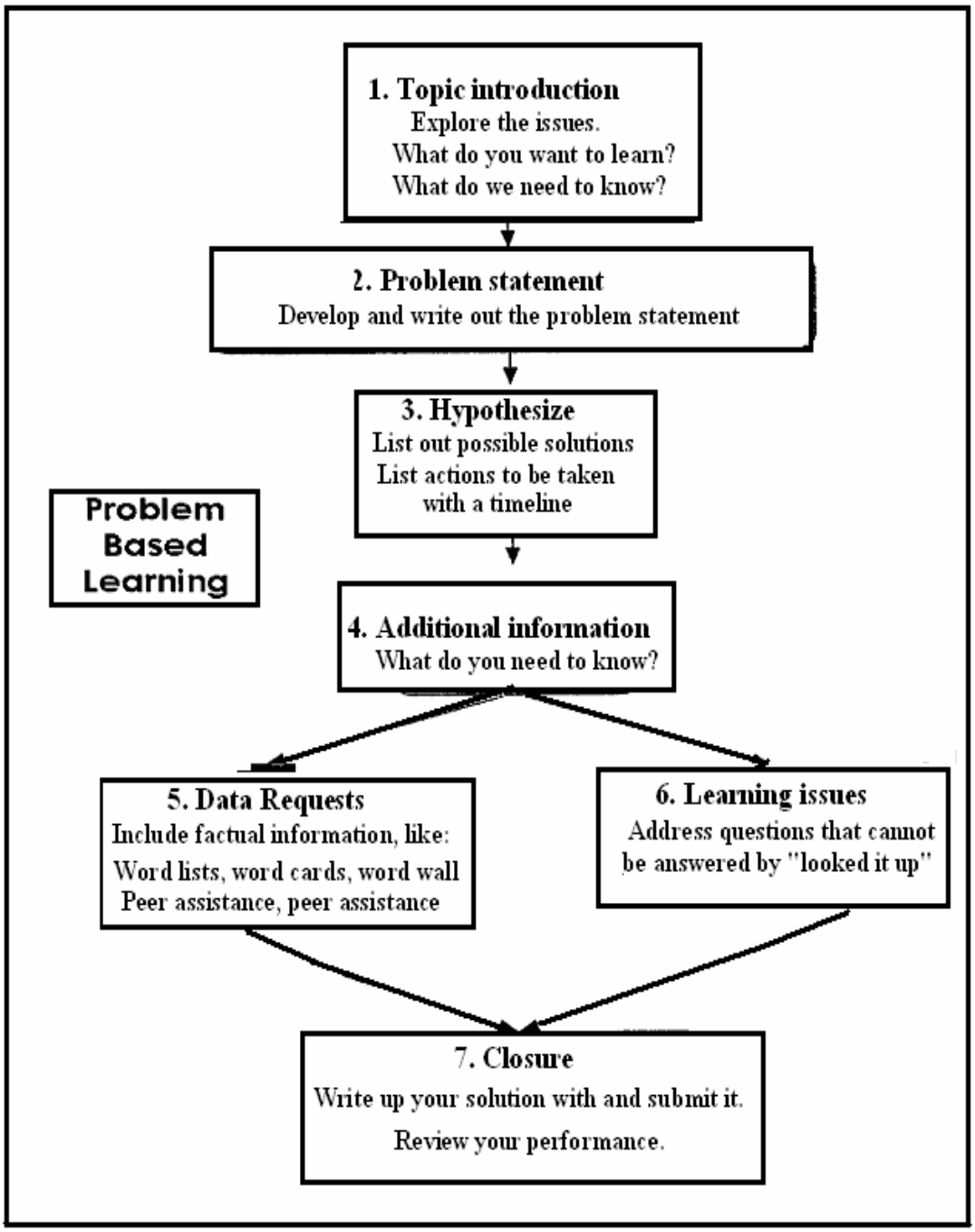


Figure 5: Problem based learning as viewed through Edutainment
Adapted from the Source: Becker, 2007c

The PBG process usually starts with strategy formation. The player tries to form an appropriate playing strategy in order to solve the problems that the edutainment provides to him. In the beginning of the edutainment, the player forms a playing strategy based on his prior experiences. If the prior knowledge about the subject domain and the edutainment genre is inadequate for that, the player may start the gaming process by simply exploring the edutainment world. However, after strategy formation, the player tests his strategy and possible hypotheses in the edutainment world and observes the consequences of his actions. After the active experimentation phase occurs, a processing phase—a reflection phase comes. According to Kiili (2007) reflection is a human activity in which people recapture their experience, think about it and evaluate it. The feedback that the game provides from a player's actions should support reflective thinking and knowledge construction by focusing a player's attention on relevant information from the learning point of view. The outcome of the reflection phase may be personal synthesis or appropriation of knowledge, validation of hypothesis laid during playing strategy formation or a new strategy to be tested.

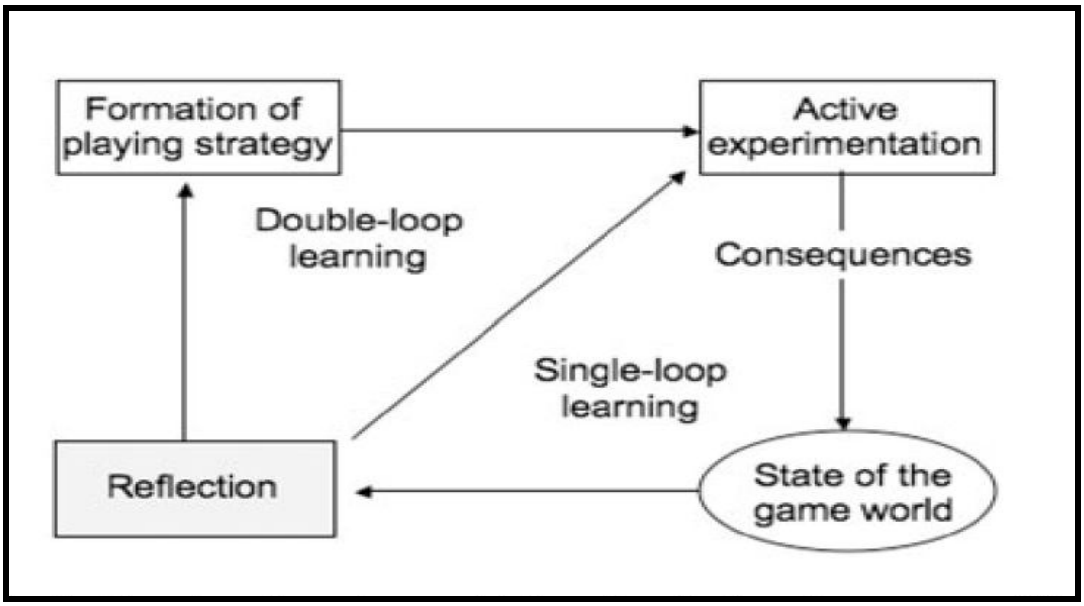


Figure 6: Problem-based gaming model describes the learning process with Edutainment, Source: Kiili (2007)

The outcome of the reflection process determines a player's behavior in the edutainment. On the grounds of the reflection, the player decides whether he continues to apply the previously formed playing strategy or focus his attention to changed variables of the edutainment world in order to create better playing strategies. If the performance of the player is based on only one particular strategy, the edutainment strengthens only those schemata that are related to this strategy. Such a one-sided playing strategy refers to single-loop learning which is not effective. It is not a developing learning method because it does not aspire to a better understanding of the problem domain. In contrast, the double-loop learning emphasizes the scrutiny of governing variables in order to generate better playing strategies and solutions to problems. From a creative problem solving and comprehensive learning point of view, it is important that the player endeavors to test different kind of strategies in order to expand knowledge on the subject matter and optimize playing strategy (Argyris & Schon,1974) cited in Kiili (2007).

1.5 Edutainment Environment

Hussain & et al., (2003, p. 1081) designed a framework for edutainment environment based on the difficulty in helping children to learn in two domains:

- Motivation: to motivate them to spend time and engage in learning activities.
- Psychological needs: to aid them cognitively to construct knowledge.

In this framework, the development of edutainment for kids will be spearheading towards educators. The edutainment framework will be used as a tool for non-programming users especially educators for school children. Furthermore, it will identify the need for the use of diverse media elements and accommodating different skill levels.

On the other hand, the best practices for game design also have the influence based on a set of criteria (See Figure 7). The advantages of technologies such as multimedia software and game software will be utilized to perform the edutainment environment. This environment will be designed in one screen that hides incredible programming behind a simple façade for educators to build edutainment for children. It is also will be used to spearhead the development of the edutainment environment (Hussain & Eshaq, 2001).

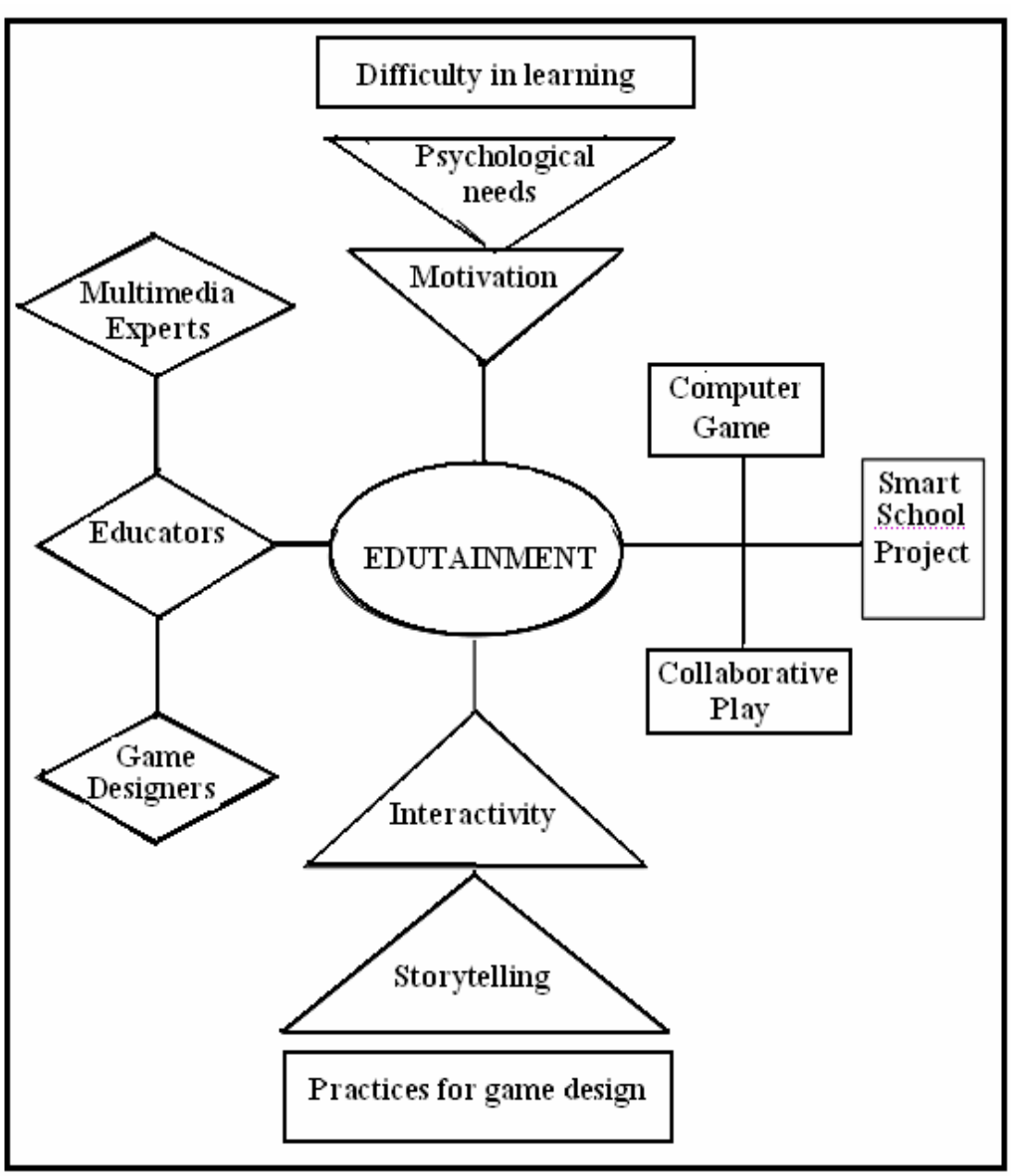


Figure 7: A Conceptualized Framework for Edutainment Environment
Source: Hussain, et al., (2003)

They add that as education design becomes more complex and challenging, a new form of storytelling is required in delivering a new level of interactivity, integration and a more democratic relationship between storyteller and audience. Educators (facilitators) should draw from the games industry to add value to their knowledge development. It is suggested that this framework will encourage other researchers to create effective tool for edutainment environment, which will allow non-technical educators to generate edutainment especially to cater for the 'Smart School Project' as well as Multimedia Super Corridor's (MSC's) need for content developers. The success (or failure) of the design will much depend on the teachers functioning more as 'facilitators of learning' rather than 'purveyors of knowledge'. Teachers (facilitators) and edutainment designers will be able to realize the potential edutainment has on educational medium not only for supporting traditional school disciplines such as mathematics, language, and art, but for exploring social and cultural issues as well.

2. The Writing Skills

The study of language in the twentieth first century has tended to concentrate on spoken language. For many years the teaching of writing was neglected as a result of concentration on the aural/oral approach. This was partly the influence of many linguists who neglected the written mode in favor of the spoken, and treated spoken language as of primary importance and written language as of secondary importance. This, however, contributed to the fact that writing was for along time a neglected area in language teaching. Du (2009) states that many students experience writing difficulties; these occur mainly in two areas: higher-level skills (i.e. cognitive writing strategies) and lower-level skills. Lower-level skills are sometimes identified as basic writing skills.

2.1 The Nature of Writing

Writing is a process of communicating information or ideas. It is essentially a simple business which includes selecting words from statements in our heads, then putting words and statements in our heads, then putting words and statements down on paper (Swenson & Brett, 1991). Some researchers view writing as a difficult and demanding skill for many learners. It requires physical and mental effort and deliberate choice when thinking out our sentences and consider various ways of combining and arranging them (Hadfield & Hadfield, 2008; Badrawi, 1994; and Byrne,1989). According to the simple view of writing, writing ability includes transcriptional skills that are, handwriting, spelling, and a text generation component, that is, generation of ideas and their translation into language representations in working memory. Both of these are then guided by self-regulation strategies such as goal setting, planning, and monitoring during the writing process (Berninger, et al., 2002 and Lerkkanen, et al., 2004).

Most researchers see writing as a constructive and generative process that involves meaning making (Graves, 1985). Meaning making is a characteristic of communication, and it is one of the things that make individuals uniquely human (Mills, 1995). Writing makes communication visible across space and time, exerting a strong influence on our life. It allows individuals to communicate their thoughts in a non-vocal format (Du, 2009 and Garrett, 2007). Therefore, writing is seen as an important mode of human communication that allows others to respond orally, in print, or using other forms (Conard, 2002). It allows and encourages new modes of thinking. It is an important and necessary skill for students to master if they are to achieve both academically and socially (Viel-Ruma, 2008). 'In short, if students are to learn, they must write" (Meyers, 2008, p.1).

Writing is an activity that is made up of several processes such as thinking what to write to the order to put it in (Brookes &Grundy, 1998). It can also be defined as both a process and a product. The process of writing is often cyclical where the writer imagines, organizes, drafts, edits, reads, and re-reads. Ultimately, what the audience sees is a product: an essay, story, or research report (Nunan, 2003) cited in Amen (2008). According to Brewster, et al., (2002) the language demands of a writing task depend on which category it falls under. In learning to write, the focus on form and 'surface' features means that writing activities tend to focus on word or sentence level writing only. As soon as the activity becomes writing to learn the number of demands shoots up. They now include choosing the right vocabulary, grammar, sentence patterns, spelling and layout, having ideas and joining them, thinking of writing as communication and focusing on the message and the reader.

Finally, the researcher can define writing as a constructive, generative and communicative activity in which writers passed by two stages. The first stage is 'learning to write' that focus on 'surface' features such as handwriting, spelling, punctuation and using the correct words and grammar. The second stage is 'writing to learn' in which writers move to much freer or even creative writing where there are higher cognitive demands and a greater focus on meaning and personal expression as well as form.

2.2 Importance of Writing

Writing is an important skill in school environment, community, and workplace. It makes communication visible across space and time, exerting a strong influence on our life. Many work fields require writing as a job skill for business communication. Students use writing as an essential tool to learn. Through writing, students demonstrate knowledge, express opinions to readers, and receive feedback. It can also facilitate learning in other subject

areas. In addition to English, good writing skills prepare students for their future careers. Many colleges consider writing proficiency as one of the basic requirements for students to pursue higher education (Giuliano & Sullivan, 2007) cited in Du (2009).

In spite of the importance of writing skill, the role of writing does not receive due consideration nowadays. Writing remains an undervalued area. Meyers (2008, p.7); (Matson,2000) cited in El-hammed (2008, p.76), Bryson (2003, p.24); Santangelo & Graham (2007) cited in Du (2009, p.1); and Baylen (2001) offer the following arguments for the importance of writing as a learning tool:

1. Writing contributes to intelligence by requiring analysis and synthesis of information.
2. Writing develops initiative, by requiring that the student supply every thing him/herself.
3. Writing increases the students' personal knowledge and self-esteem.
4. Writing encourages learning in all subject areas, by employing auditory, visual, and kinesthetic system all at once.
5. Writing contributes significantly to improvement in reading skills.
6. Writing is a necessity that serves as one predictor of academic success. As an important tool, students use writing not only to exchange information, but also to refine knowledge and explore ideas.
7. Students also use writing process as a learning tool for reflection, discovery, and analysis.
8. We write to communicate, plan, remember, announce, list, imagine…but above all, we write to hold our lives in our hands and to make something of them.
9. Writing allows students to connect the dots in their knowledge and is central to self-expression.
10. Writing is an important language skill for various reasons:

- Writing is used to record experience.
- Writing is used to shape and filter our ideas.
- Writing is a device of learning and education.
- Writing involves students when they write. They use their eyes, hands, and brains.

Through written language, civilizations have retained their history, culture, and literature via the transmission of information. In fact, writing is considered as telepathy, as it can convey a message across distance and time. Writing is also a means of expressing feelings, thoughts, and emotions when a person is unable or unwilling to express them verbally. Furthermore, writing is a necessary part of many societies and required for success in a variety of jobs, from filling out applications to writing reports and sending emails. In schools, writing is a way to demonstrate and expand knowledge and a primary way for teachers to assess students understanding (Graham& Perin, 2007; Graham & Harris, 2005) cited in Asaro (2008).

If the writers ask themselves why they write at all, the answer may be to get information to someone they cannot presently talk to. Thus, writing allows them to transcend time (when they send a letter through the past) or space (when they leave a note for someone to pick up later). A second answer might be (especially when they think of the needs of society as a whole) to solve the problem of volume, of having to store more than the human brain can remember. A less likely, but nevertheless important, third reason for writing might be to filter and shape out experience (Bryson, 2003).

When students find purpose and meaning in writing, they want to write more and work to better express the purpose and meaning in their writing. The goal is to produce self-motivated, self-assessing and self-correcting writers (Bryson, 2003). Writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to

others. Writing can be a personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it demands the full, generous, and continuing effort of all teachers. Therefore, we need to know some features of writing that will be explained in the next section.

2.3 Writing Features

Over the last few decades of research on teaching writing to second language learners, a number of issues remain controversial in the second language writing. These issues give a clear view of the features of writing. Hung (2007, p.42) accepts that writing is a process and adds features of writing, as a second language learning:

1. Writing is planned: it takes time. As we write a sentence, we think of each word before we write it and then we can always go back, correct or alter, until we are satisfied.
2. Writing is a multistaged process, ongoing, with equal emphasis given to each of the stages. They stated that writing is linear but recursive. They said writing is "a loop rather a straight line" where the writer, plans or revises, and then writes again.

2.4 Skills of Writing

Writing is a difficult and demanding task requiring attention to multiple skills. Not only do children need to learn to attend to the mechanics of writing, they also need to develop effective and efficient writing skills. Brown (2001) identified the sub-skills of writing production as follows:

1. Produce graphemes and orthographic patterns of English.
2. Produce an acceptable core of words and use appropriate word order patterns.
3. Use acceptable grammatical systems (e.g., tenses, agreement, pluralization), pattern, and rules.

4. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, using paragraphs and using feedback for revising and editing.

According to (Harris, 1996, p.102) the writing process is a highly sophisticated skill combining a number of diverse elements and it has been analyzed in many different ways, most teachers would agree in recognizing at least the five general components:

1. Content: the substance of the writing; the ideas expressed.
2. Form: the organization of the content.
3. Grammar: the employment of grammatical forms and syntactic patterns.
4. Style: the choice of the structures and lexical items to give a particular tone to the writing.
5. Mechanics: the use of the graphic conventions of the language.

Matthews, et al., (1986) added the specific skills attached to writing as:

1. **Graphical or visual skills:** this refers to writing graphemes (letters of the alphabet)**,** Spelling**,** Punctuation and capitalization**,** and forma (the layout of a letter).
2. **Grammatical skills:** this refers to the student's ability to use successfully a variety of sentence patterns and constructions. This depends on their oral proficiency.
3. **Expressive or stylistic skills:** this refers to view that the student's ability will depend on selecting appropriate vocabulary, sentence patterns and structures for the written medium.
4. **Organizational skills:** this refers to the organization of pieces of information into paragraphs and texts. This involves the sequencing of ideas as well as the ability to reject irrelevant information and summarize relevant points.

Writing skills can also be categorized as (a) higher-level writing skills, which include planning, organizing, and revising (Baker & Graham, 2003; Graham & Harris, 2003; Schumaker & Deshler, 2003) cited in (Du (2009), and (b) lower-level writing skills which include grammar, punctuation, capitalization, handwriting and spelling. All of these skills limit children ability to respond successfully to the demands of the general education curriculum (Schumaker & Deshler, 2003; Graham & Harris, 2003) cited in Du (2009).

Higher-order writing skills contribute to proficient writing. They help students manage the entire writing process of planning, goal setting, revising, and self-monitoring (Graham & Harris, 2002) cited in Du (2009). Students who lack higher-level skills are not able to compose their writing with a well-organized, comprehensive discussion of the topic (Santagelo, Harris, & Graham, 2007) cited in Du (2009).

Lower-level writing skills include handwriting, spelling, punctuation, and grammar (Anderson & Keel, 2002) cited in Du (2009). Some researchers refer to lower level skills as surface-level skills or skills in convention (Lin et al., 2007; Nelson & Feinstein, 2007) cited in Du (2009). Their problems in handwriting and spelling appeared to hinder the fluency and quality of their written expression (Graham, Harris, & Fink, 2000; MacArthur & Graham, 1987) cited in Du (2009).

Writing is an important and necessary skill for students to master. Students need to learn how to write and this is achieved by mastering first, the basic writing skills such as mechanics, secondly, the higher level skills that contribute to proficient writing level such as planning, goal setting, revising, and self-monitoring, self-assessing, using strategies…etc. Mastering these skills is essential for most academic subjects and school success. A lack of writing success can cause grade failure or the inability to graduate. This study

focuses on developing not only basic writing skills but also higher level writing skills.

2.5 Technology in developing the Teaching of Writing

Research on the role of computers in language teaching reflects a shift of computer-assisted language teaching from structural through cognitive to sociocultural approaches to language teaching. Computers have been used for language teaching and learning since the 1960s. The 47-year period can be generally divided into three main stages: behaviorist Computer Assisted Language Learning (CALL), communicative CALL, and integrative CALL. In the1960s, behaviorist CAll was first designed and implemented. The mainframe was a tutorial system and was used mainly for extensive drills, explicit grammar instruction, and translation tests (Lin, 2009).

Moving from the behaviorist view, communicative CALL emerged in the 1970s and 1980s. The communicative CALL movement suggests that CALL should focus more on the use of the language (such as letting students write) rather than on analysis of the language of the language (such as teaching grammar). At the same time, the mainframe was replaced by the personal computer. It offered great possibilities for individual creativity, exploration, and personal development; and software was created to that end, including text reconstruction programs and simulations (Warschauer & Healey, 1998).

It seems likely that insufficient or poorly implemented writing instruction, beginning in the primary grades, is one cause of poor writing outcomes (Roth, 2008). Technology has the power to transform teaching and learning (Meier, 2005). Today research suggests that the effective use of technology fosters a collaborative, interactive environment that nurtures the writing process and supports the social perspective on learning (Hewett, 2000 & Jonassen, 2005). According to Neimeyet (2006) using technology

improved students writing skills and the students were able to complete tasks faster.

Research in the 1980s focused on using the computer as a replacement for pen and paper in the writing classroom. However, between 1992 and 2002, a meta-analysis of research on computers and writing showed that the use of computers significantly improved the quality and quantity of student writing (Goldberg, Russell, & Cook, 2003). Writing with computers involves the manipulation of certain applications. Applications are computer programs written to support tasks that are useful to a computer user. A national survey conducted in 1989 cited word processing as the focus for computer- based learning activities in US schools. Word processors are especially adaptive to authentic writing contexts because they provide an element of professionalism not possible with pen and paper (Beck, 1991).

Papert (1993) observed that when writing instruction is linked with word processing which addresses the various stages students are facilitated with experiences that mirror those of the mature writer. That is, students engage in a recursive process of planning and revisiting their writing. These experiences enhance both problem solving and cognition. Macaro (2003) talked about the impact of computers on writing in L 2. He compared interactive writing (i.e interacting with the teacher) via computer with traditional writing. The computer group outperformed the other group on appropriate use of key grammar points and on depth and breadth of content. However, the computer group did three times as much writing-perhaps as a result of being motivated- than the other group.

There are other applications of computers related to the writing process which are attracting the attention of educators. These include information management, the use of graphics, and the Internet (Conard, 2002). Graphics contribute to the attractiveness of writing and provide information and

context. Graphics are used to afford contextual meaning to words and to assist recall. They also allow flexibility to the user and development of creative and critical thinking skills. Many researchers advocated a multimedia approach for writing. They contend that these applications add a context and purpose for writing, which are both motivating and meaningful.

2.6 Edutainment and writing

Writing through using edutainment is theoretically framed by various popular learning theories, including: (1) Collaborative Learning Theory (Johnson & Johnson, 1996), (2) Social Constructivism Theory (Vygotsky, 1978), (3) Constructivism Theory, (4) Radical Constructivism Theory, (5) Dual Coding Theory (Allan Paivio, 1991), and (6) Writing product/ Process Approach.

2.6.1 Collaborative Learning Theory

Collaborative Learning Theory focuses on group interaction as a very important factor of Collaborative Learning that regards sharing as a fundamental feature of successful collaboration. Therefore, when learners share more insights and viewpoints, better opportunities are created for engaging minds in a network of thoughts that lead to more negotiations and multiple perspectives, which empower learning and make it more authentic (Bruffee, 1995). Furthermore, in Collaborative Learning settings, students do not learn passively but actively negotiate and discover more meaning through reconceptualization of prior knowledge and through working in an environment that reduces anxiety and uncertainty. Students are motivated to learn with groups because they feel that the encouraging words they get from their peers are motivational rewards. Students develop a positive attitude and become interdependent learners as they help each other through inquiry (Johnson and Johnson, 1996). Such theory to learning fits in with the edutainment environment where learners can learn with groups and learn

writing through sharing information, insights, viewpoints, personal experiences, and perspectives.

2.6.2 Social Constructivism Theory and Writing

Vygotsky (1978) cited in Lin (2009) argues that learning is embedded within social events and occurs as a child interacts with people, objects, and events in the environment. The social constructivist theory of learning emphasizes that human intelligence originates in our society or culture, and individual cognitive development occurs first through the interpersonal (interaction with social environment) then the intrapersonal (internalization). Hence, Hayes (1996) cited in Lin (2009) suggested that the teaching of writing requires a social context and a medium. A writing environment should include a social context, audience, and other texts the writers may read while writing. Writing is mainly a social activity because it is not only used for communicative purposes but it is also a social artifact that is carried out in a social setting.

According to Vygotsky, there is a gap between a learner's actual developmental level (what a learner can do independently) and the learner's potential developmental level (what a learner can accomplish with the assistance of a more knowledgeable peer, teacher, or other form of tutor). The gap between these levels is the Zone of Proximal Development (ZPD) (Nail, 2008). According to Vygotsky, the Zone of Proximal Development (ZPD) is a region of activities that individuals can navigate with the help of more capable peers, adults, technology, or artifacts. In Vygotsky's view, peer interaction, scaffolding, and modeling are important ways to facilitate individual cognitive growth and knowledge acquisition. ZPD can be composed of different levels of individual expertise (students and teachers), and can also include artifacts such as books, computer tools, and scientific equipment. According to Vygotsky's Zone of Proximal Development (ZPD), individuals

learn through collaborative efforts with others and what they learn eventually becomes part of their independent knowledge (Lin, 2009).

Moreover, the purpose of ZPD is to support intentional learning. Vygotsky's social constructivist approach to learning and ZPD can be successfully employed in the study of edutainment environment. Using technology such as edutainment can assist teachers in bridging the gap between actual and potential development. Edutainment scaffolds the gap and helps students develop further additional independent processes in developing writing skills. Computer assisted language learning (CALL) tools increase language input and output, increase the learners' level of participation, decrease their learning anxieties and motivate learners to read and write in a reciprocal process.

2.6.3 Constructivism Theory

According to the Constructivist theory, knowledge is not a fixed object but rather is fluid; learners construct their knowledge through engagements in intercollaborative learning activities with other students, with the instructor, and with the learning environment. The Constructivist approach to learning emphasizes authentic, challenging projects that include students, teachers, and experts in the learning community. When people work collaboratively in an authentic activity, they bring their own framework and perspectives to the activity. They can see a problem from different perspectives, and are able to negotiate and generate meanings and solutions through shared understanding. Their knowledge can be constructed and reconstructed through dialogue, text-based interaction, web-conferencing, and face-to-face discussions (Lin, 2009).

In developing writing through edutainment, the process of building knowledge societies and the process of sharing ideas and feedback among members who work together in this environment is considered to be one of the highest levels of construction.

2.6.4 Radical Constructivism Theory

Radical constructivism asserts that learning is a matter of constructing knowledge. It emphasizes the individual as active constructor of Meaning. It asserts that students learn in problem-solving environments that challenge their prior knowledge, provoke them to reflect on the differences between their own knowledge and that of the course, and to reconstruct their concepts. Therefore, when teaching writing, teachers should consider it as an exploratory process of discovering meaning, and creating dissonance. Rather, writing tasks must be designed so as to generate a conceptual dissonance that students must resolve, constructing their own meaning and development into "good" writers (Nelson, 2002). Such an approach to learning fits in with the edutainment environment. In edutainment, learners find many problem based activities that challenge and stimulate them to reconstruct their own concepts to apply them in the present situation.

2.6.5 Cognitive Theory

This theory made clear the cognitive processes involved in learning from writing. In order for learning to occur, there are three things that must happen. First, learners construct their own understandings by looking for meaning in the events of their world. Second, learners construct relationships based on their understandings about the world that are organized into their existing schemata and that can be used to interpret familiar and new situations. Third, learners construct understanding and build relationships based on their established schemata (prior knowledge) (Glen, 2008).

This process of learning has implications for the use of writing for learning because children must be involved in the task of making sense of the concepts presented by teachers in order to organize new information within their preexisting schemata. The writer's schemata encounters with the knowledge of objects, situations, and events, as well as knowledge of

procedures for interpreting, retrieving, and organizing information that are used to produce and connect relevant data for expression through writing. This, in turn, leads to new knowledge formation because relationships among concepts are located, activated, explored, and analyzed as the learner is writing (Kucer, 1985) cited in Glen (2008).

In developing writing through edutainment, the learner involves in the task in order to organize new information within his preexisting schemata. Schemata are used to produce and connect relevant data for expression through writing.

2.6.6 Dual Coding Theory (DCT)

Allan Paivio developed a prominent learning theory in cognitive psychology. This theory, called the Dual Coding Theory (DCT). He accounts for the many cognitive functions that are inherent in the writing process, specifically those with which unskilled writers struggle. Paivio postulated that information can be coded in the brain in two ways: verbal and nonverbal. The verbal system is concerned with language related information, and the nonverbal system is concerned with information about the world that is gained from sensory stimuli. The DCT suggests that if information is coded in both the verbal system and nonverbal system, information will be stored with greater strength in long-term memory and will be better understood and recall by the learner. Not only does coding information in the two reciprocal systems strengthen recall and learning, but also it allows for associative learning (Meyers, 2008).

By using edutainment learners will receive a verbal component (information text) that helps them imagine and create mental pictures (nonverbal) and associated knowledge. Therefore, Information will be stored with greater strength in long-term memory and will be better understood and recall by the learner.

2.6.7 Writing Product /Process Approach

Until the1970s, the common approach to teaching writing in the United States had been product-based, focusing on a writer's ability to learn to write individually and on his or her final written products. In the product approach, students were expected to produce correct usage and mechanics, analyze classic examples of good form, learn the rules that govern those classic examples, and practice these rules. Since the 1970's, the writing process has become an influential trend in writing research and pedagogy in American educational institutions. The writing process approach is believed to be able to help students become aware of their writing processes, learn to write from a reader's perspective, and promote their participation in editing their own and their peers' writing. Since the 1980s, the process writing approach that consists of the prewriting, drafting, revising, editing, and publishing stages has been widely used in both mainstream writing classes and English Language learning (ELL) classes (Lin, 2009).

In this study, computer edutainment is an effective tool that is capable of engaging students to apply writing product/processes. In practicing the computer edutainment, pupils can plan with each other to solve the writing task, write a draft of the specific task using invented spelling, revise their written work by using the e-feedback, and edit the final writing task and receiving another e-feedback to submit their response.

2.7 Some key aspects of teaching writing

Hiatt& Rooke (2002, pp. 1-11) state that there are four key approaches to teach writing. They are as follows:

1. **Talking:** children engage in a lot of talking about writing before and after writing. This talk will provide an internal dialogue that needs to go on in children's own minds as they write individually.

2. **Stimulating their interest:** children need to be interested in what they are writing about or to be stimulated, using concrete sources for example photographs that can stimulate different genres of writing.
3. **Showing them how:** writing in front of the children, or shared writing allows children to struggle with constructing the text. So an effective shared writing session helps in teaching the writing skills that the children are expected to apply in their own writing. So what happened in our heads when we write, it might look something like this:
 - Think and gather ideas for what you want to say.
 - Rehearse your sentence.
 - Write and make changes as you write.
 - Read back and make improvements to your sentence.
4. **Returning and revising:** it is time for the children to re-read and make improvements. However, this is hard for them and they will need demonstrations on how to do it.

Furthermore, Teachers with major responsibility for writing instruction should receive continuing education about the teaching of writing or receive information and training in ways to make use of and respond to writing in their classes. Teachers and students should have an access to and make regular use of a wide range of resources (e.g., library services, media, internet sites, educational software, teaching materials,) for supporting the writing. School and class schedules should provide sufficient time to assure that the writing process is thoroughly pursued. Parent and community groups are informed about the writing program and about ways in which they can support it.

2.8 Assessing writing skills

Writing is more than a piece of written work that you are evaluating. It is the way children utilize strategies they have practiced during writer's lesson. It is also their description toward writing-initiative, curiosity, risk

taking, determination, and a willingness to learn from others. Johnson (2004, pp. 247-252) mentioned several ways of assessing writing. They are the following:

- **Observations**

Observations can be used to learn a lot about how children write. This is an information way to assess how, not what, students write. Are they becoming more proficient at generating ideas or creating a lead? Are they using strategies introduced in workshop?

- **Anecdotal Records**

When writing the observations down in an organized manner and review them periodically, they are known as anecdotal records. These are specific notes that detail how the writer was writing.

- **Checklists**

Checklists are succinct lists that can be used in two ways. Students use these as guides to determine what they need to do as they write. Teachers use checklists to inform them whether observable skills have been applied. They are easy to develop and quick to use. Checklists can be tailored to any need: genre, project, specific writing stages, conventions, and so forth.

- **Student self-Assessment**

Children spend 99 percent of their time with the book they read or the piece they write. If they do not understand their own evaluation role, they lose many opportunities for learning. In addition, the ultimate goal for all writers is to become self-reliant and evaluate their own writing when teachers are not around. But, these skills that must be taught.

This is the way teachers scaffold and these are two steps that can be followed in using self-assessment for revising a first draft.

1. Select an appropriate tool to guide our thinking, such as a Revising Checklist.

2. Reread the entire piece while using the Revising Checklist. Review the checklist to notice what was done well (those statements have checkmark). Determine what still needs to be done by looking at the statements that do not have checkmarks.

❖ **Rubrics**

Rubrics, which are capable of assessing the writing process, as well as the final product, are more proficient tools in this area (Isaacson, 1996) cited by (Nelson, 2003). Johnson (2004) states that Rubrics are tools used to interpret and evaluate students' writing performance. They are structured into three components: writing traits that are valued, levels of performance, and criteria that describe the performance. Teachers use rubrics to guide their instruction and to communicate with students and parents. Rubrics serve four purposes:

- Help students and teachers see what is expected. Criteria describe the skills for each designed level trait. Share benchmark papers for each level to help students identify and understand what writing looks like that "meets the standard".
- Document students' progress. Rubrics can show the strengths and weakness of specific aspects of individual writing pieces, as well as indicate progress over time.
- Analyze progress of whole class to guide instruction. Review the rubrics to see what the whole class does well and what they need to learn. Look for patterns to emerge that show areas that need to be taught and/ or retaught.
- Provide evidence for reporting progress. You can show performance on a particular piece of writing or on several pieces to show growth over a period of time.

There are two basic kinds of scoring rubrics that can be used to evaluate the content of a written language sample. Holistic writing rubrics yield a single score that reflects the quality of the total product. They are frequently used to place students in instructional groups or for grading purposes (Nelson, 2003). Analytic rubrics, on the other hand, are often used to diagnose students' strengths and to set appropriate instructional goals (Isaacson, 1996) cited by (Nelson, 2003).

Bryson (2003, p.22) listed and discussed several assessment procedures, which reflect the philosophy of process writing and emphasize flexibility, individualization, and student participation. They include the following:

- Checklists – Allows the teacher and student to concentrate on improving specific traits in their writing. Writing is scored based only on traits on the checklist, and improvement in the focus areas is easily charted.
- Focus Correction Areas (FCAs)- Three or four areas of focus are chosen and listed on each draft and teachers evaluate the student's work in those areas.
- X system- Errors are marked with an "x" in the margin and students are expected to find the errors and correct it.
- Limited marking- The teacher marks a limited number of errors (maybe 3 or 4) then quits editing and returns the paper to the student for revisions.
- Color codes- Highlighters are used by students or teachers emphasize the use of grammatical or stylistic elements revealing patterns of usage.
- Rubrics- These provide a set of criteria to let the student know what is expected in the piece of writing. Rubrics set the standard upon which the work will be judged.

Moreover, Enz and Morrow (2009, pp. 6-8) state that assessment must be frequent and include many different types of data from formal tests as well as informal assessments about children's progress on a daily basis. The main goal is to observe and record actual behavior that provides the broadest possible picture of a particular child. Teacher who use a wide variety of assessments to collect information about children's writing development provide the clearest picture of a child's knowledge. The following overview provides a glimpse of a several tools for assessing writing. These tools are as the following:

- Daily performance work samples: The teacher collects student-created products to document each child's writing development. All samples must have a child's name and a date and a brief statement as to the objective of the lesson or a description as to why this piece was collected. Large products may be photocopied. Articles that the children want to keep may be copied.
- Video/audio recordings: The teacher documents student's ability to interact with peers, teachers, and parents; handle personal needs; mediate problems; and express their views. Language development, writing, knowledge about print, and comprehension can also be evaluated with video and audio recordings.
- Surveys and interviews: Students should be actively involved in assessing their own work, reflecting upon their progress, and establishing new learning goals. Likewise, parents can be involved in sharing information about students' growth. To do this type of data collection, the teacher usually constructs a simple questionnaire. The form can be used to guide a conversation-style interview with either child or parent.

- Conferences: Conferences are held with parents, and parents and children together. The teacher discusses what the child has learned, what they do well, and where they need improvement. Conferences should include suggestions for helping at home. Time needs to be left in the conference for parents to ask questions.

The literature on writing assessment reveals the various ways of assessing writing skills. Portfolios, writing samples, observations, rubrics, and checklists are all methods of assessment in keeping with the developmentally appropriate practice called for by the National Association for Education of Young Children (NAEYC) in their position statement on developmentally appropriate assessment for young children. This study used developmentally appropriate assessments in the data collection in order to collect the most valid data possible. It made use of checklists, collections of children's work, and reflection logs of the children in authentic learning situations.

Assessments of young children's writing must be continuous to keep up with the developmental changes of the child. The emphasis should be on enabling the students to produce a quality product. However, in many areas of education, assessment often seems to drive instruction, and teachers feel pressured to teach to the test. There are great diversity of skills that should be tested and objectives to be met and this can be achieved by using a variety of assessment.

The literature on edutainment and writing reveals that computer edutainment presents new opportunities for reconsidering how we learn. By using edutainment, learners can learn in a funny and relaxed learning environment. They can write, think, debrief, and assess their writing through playing. Really, edutainment is the best way for learners to be good writers from the beginning.

PART II: Review of Related Studies

In the following pages, a review of the related studies, on the application of Computer edutainment and writing skills and their relationship to each other impacting the performance of pupils, will be carefully presented:

A- Studies Investigating the Use of Computer Edutainment

Creating a learner-centered environment has always been the main concern of Computer edutainment. A number of studies investigated the role played by computer edutainment such as the study of Heidelberg (2008) conducted a qualitative study that examined edutainment from the perspective of entertainment professionals, who were interested in revealing their background and opinions as they would relate to academia. The professionals told their own stories explaining how edutainment and convergence should be used in the modern classroom, according to their own experiences. The study was conducted utilizing convergence technology such as the Internet, electronic mail, weblogs, video sharing sites, social book marking sites, photo sites, social networking sites, smart phones and video cameras to collect data from the participants. Designed to be open-sourced and collaborative in nature, a case study design became a phenomenological inquiry. The participants found that edutainment and convergence could be utilized in higher education to create a learner-centered environment. They also found that several interactive entertainment techniques and convergence technologies were transferable to higher education.

Are computer-based games facilitating students' achievement? To answer this question Chuang & Chen (2009) investigated the effect of Computer-Based Video Games on Children. This experimental study investigated whether computer-based video games facilitate children's cognitive learning. In comparison to traditional computer-assisted instruction (CAI), this study explored the impact of the varied types of instructional

delivery strategies on children's learning achievement. One hundred and eight third-graders participated in the study, 61 male students and 54 female students. The findings indicated that computer-based video game playing not only can improve participants' fact differentiation/recall processes, but also promotes problem-solving skills by recognizing multiple solutions for problems. The results from this study provided experimental evidence to support that the use of computer-based video games can facilitate students' cognitive learning process. Based on this finding, playing computer based video games was determined to be more effective in facilitating third-graders' average learning outcome than text-based computer-assisted instruction.

With the same purpose of developing students' achievement, Harris (2008) pursued a study that investigated the impact of collaborative problem solving in a massively multiplayer online game (MMOG) on individual achievement. Participants in this study were 159 sixth-grade male and female students from a Western Association of Schools and colleagues. There were four comparison groups of existing, intact sixth-grade classes (n=100), 2 taught by the researcher and 2 taught by the teacher. The research design was a quasi-experimental design. The independent variable was the experimental group that received MMOG game play and comparison groups that received traditional instruction. The dependant variable was player's achievement. The results showed that individuals who were taught by the teacher tended to have statistically significant lower posttest scores than students in the comparison group taught by the researcher. The findings from this study suggested that the educational use of video games, especially MMOG, can be a viable pedagogical strategy and they are engaging and motivating for students.

In addition, Mendez (2006) conducted a study that investigated the effects of game-format computer-assisted instruction on academic achievement in language arts. The software's purpose is to improve

elementary students' understanding of common English contractions. The subjects consisted of twenty second grade students equally divided into an experimental group and a control group. The experimental group used the software for one week while the control group was at recess. Studies support the position that Computer-Assisted Instruction (CAI) effectively increases student achievement. The benefits of CAI include increased achievement in students' test scores, improved motivation to learn, and ability to provide effective remediation. Computer-Assisted Instruction uses multi-sensory stimulation and interactively engages students to more effectively cover learning objectives. These findings are consistent with the results found in this study. The results indicate that the experimental group made significant gains over the control group in an analysis of each groups' pre- and post-test.

Computer games can be used as a self-study tool for language development. This was evident in the study conducted by Feng (2009) to gain knowledge of adult foreign language learners' experience with a computer game, focusing on how they used the game as a self-study tool for practice as well as whether and how the game helped their language development. The study adopted a mixed-methods approach, embedding modified single-subject design within four cases. The target language was English and participants were adult English learners in China. Each participant was a case. Qualitative data, including four monthly interviews and self-reporting checklists that briefly recorded how participants played the game each time, were collected for each participant to determine how participants perceived their experience with the game. The qualitative data showed that participants' motivation was enhanced by this learning method, Findings from the quantitative data showed improvements in participants' vocabulary and fluency, accuracy and complexity in their writing. All participants showed improvement in automaticity in terms of vocabulary and writing at certain rates. This study

provided evidence that computer games could help language development in adult foreign language learners.

Honeycutt (2005) conducted a study to describe and interpret students' perceptions and experiences in a learning environment that included a game as teaching and learning tool. Participants were students enrolled in an introductory Parks, Recreation, and Tourism Management (PRTM) course during the spring 2005 semester at North Carolina State University. The participants were thirty-two including 13 female students and 19 male students. The game has been played in four different introductory classes over the last two years. Throughout the course of playing the game students learned to work cooperatively within their groups and competitively among other groups in the class. Students demonstrated they could write a coherent mission statement, and they used that mission to guide their decision-making and problem solving. Students were able to evaluate their own learning without the stress of grades or exams. For many of these students, their attitudes towards class changed and they described the game and the classroom environment as personal and interactive, and they enjoyed the opportunity to learn while having fun. The game gave students control over the learning environment

Computer games can also develop the foreign language speaking and spelling. This is confirmed in the study conducted by Kennerly (2009) about the use of a PC videogame (called Runesinger) to practice speaking and spelling Korean. This computer-assisted language learning teaches a few meaningful nouns and verbs through the task of serving food to hungry villagers during the North Korean famine of 1997. Inspired by melodic intonation therapy (MIT), the phrases are embedded in jingles. While the user listens and sings each note, a bouncing ball synchronizes the phonemes and graphemes. The user learns a subset of Hangul, the Korean alphabet, through

a spelling puzzle. Subsequently, the user sings to same language subtitling (SLS). The three-dimensional (3D) virtual environment, user interface, and story were designed explicitly for the phonetic spelling of the Korean language. Thus, Rune singer harnesses the types of videogames to practice a foreign language in a meaningful context.

In addition to the previous benefit, computer games support student practice of a six step writing process within the context of a digital virtual learning environment. This is confirmed in the study of Warren (2006) which investigated the impact of a multi-user virtual environment on teacher instructional time, voluntary students writing practice, and student writing achievement. This study employed a quasi-experimental, pretest-posttest comparison design to measure the effect of a curriculum-based, 3-D learning environment on student standardized writing achievement. The participants were 44 students in two 4th grade classrooms. A digital learning environment was designed that used embedded scaffolds, nested goals, clues trials, narrative context, and explicit rules to improve student writing. The result of this study showed that the treatment condition had decreases in teacher time spent time spent answering procedural and directional questions, increases in the amount of voluntary student writing activity, and improvements in standardized achievement scores on prompts that considered of writing tasks.

Furthermore, computer games contribute to the development of reading skills. Charlton& McLaughlin (2005) conducted a study that evaluated the effectiveness of the inclusion of games to teach reading skills to children with learning disabilities. Eight elementary students with learning disabilities participated in the study, ranging from age seven to 10 years. To assess whether games were effective, the researchers evaluated students' abilities before, during, and after the implementation of educational games in their daily session. Results suggest that students benefited more from the direct

instruction in phonological awareness skills when educational games were used during the sessions. Students were able to reach mastery levels in this study (95% correct) within six to 14 days after the educational games were introduced. Upon follow-up, these improvements remained, as most of the students maintained their acquired phonological awareness skills. Furthermore, the teacher stated that the students' attitudes and enthusiasm remained high throughout the study, suggesting that the children enjoyed the implementation of the games that were teaching them critical reading-related skills.

Computer games also increase students' motivation. This is confirmed in a study conducted by Tuzun (2004) to identify motivational elements for an online multiplayer educational computer game. A secondary purpose was to compare high, medium, and low participating group members' participation in the game with respect to the motivational elements. The qualitative methods used in this study provided additional insights into the previous research on motivation, offering a more complete list of motivational categories than did previous research. This study replicated the conclusions of previous research on motivation in proving that the constructs of curiosity, control, choice, fantasy, achievement, and rewards motivated learners.

Seeking successful acquisition and retention of vocabulary, Shaw (2009) examined the effectiveness of games and activities in teaching vocabulary to adult learners of English as a second language (ESL. This study indicated that introducing vocabulary through games creates opportunities for engaging learners in developing and retaining vocabulary. Games such as Jeopardy allow teachers to reinforce vocabulary by making learning less boring. This 5-week study investigated the effect of games on learning targeted vocabulary for adult second language learners. Using a triangular approach to data collection by pre test/post test, observations, Likert study,

and interviews, this teacher researcher concluded that games might have been a factor in successful student acquisition and retention of vocabulary.

With the same purpose of developing vocabulary Yip & Kwan (2006) conducted a study investigated the usefulness of online games in vocabulary learning for some undergraduate students. Three teachers and 100 engineering students participated in a quasi-experimental study for approximately nine weeks. The experimental group learnt some vocabulary from two carefully selected web sites with games, while the control group learnt the same vocabulary through activity-based lessons. The findings indicate that the experimental group outperformed the control group statistically in the post-test. The students in the experimental group generally preferred online learning supplemented with digital educational games to conventional activity-based lessons. The teachers thought highly of the online games, but they expressed concern that extra support was required if the online games were adopted as a core part of their teaching.

Investigating the effect of using computer games on developing students' self-efficacy, Thomson and Dass (2000) compared two types of experiential education strategies rather than using a control group. The purpose of their research was to determine if a game has greater impacts on the students' self-efficacy than the use of case studies. They found significant evidence of enhanced self-efficacy in students who participated in a strategic management game.

Edutainment in the form of digital storytelling can be an effective tool in increasing students' motivation, engagement, technical skills, presentation skills, research skills, organizational skills, and writing skills. This is confirmed in the study conducted by Dogan (2007) to understand how digital storytelling can be used as a technology tool in the classroom and what effects on students were observed by teachers. The researcher took a case study

approach using both qualitative and quantitative data collection methods for the study. Two surveys and three interviews were the backbone of the collected research data. The results of the study suggested that all of the teachers' perceptions about using digital stories in the classroom were very positive immediately after the workshops. The results also suggests that the digital storytelling is a powerful tool to convey desired messages around a topic or a subject area by the teachers and it is also a very powerful tool that has positive impacts on students and their performances. The teachers who used digital storytelling in the classroom with their students reported and all agreed that they observed increases in certain skills such as technical skills, presentation skills, research skills, organizational skills, and writing skills with their students. Another important effect observed by teachers was increased motivation and engagement levels in their students. Teachers believed that creating digital stories increased their students' motivation and engagement levels.

In addition to the previous contribution of edutainment in the form of digital storytelling, it also helps develop literacy skills. This is confirmed in the study conducted by Kulla-Abbott (2006) investigated how literacy skills were impacted through the use of digital storytelling. This qualitative study explored the use of multimedia and traditional literacy to answer the question: "How does creating a 'digital story' impact children's literacy skills?". Forty-three seventh-grade students from a Midwestern school created a series of three digital stories over the course of several months implementing creative, narrative and persuasive writing. These digital stories utilized the grade level curriculum, integrating communication arts, social studies, science, and technology. Multiple projects were essential to master the tools and processes necessary for digital storytelling and developing writing skills. The children came to recognize the importance of organization, story, voice, emotion,

pacing, economy of words, and value of re-writing while developing presentation skills.

Edutainment in the form of multimedia facilitates vocabulary learning and reading comprehension. This is confirmed through the study of Chen (2006) that investigated the effects of multimedia annotation on L2 vocabulary learning and reading comprehension. The overarching objective of this study was to compare the effects of text-picture annotation and audio-picture annotation on L2 vocabulary immediate recall and reading comprehension. This study also sought to examine the different effects under incidental and intentional learning conditions. The participants were 78 intermediate adult ESL learners from three universities in northwest U.S. Two instruments were used for measuring vocabulary immediate recall: Vocabulary Knowledge Scale and Word Recognition Test. Two measurements were used to assess reading comprehension: Multiple-choice Reading Comprehension Questions and L1 Written Recall. In term of annotation types, the results indicated that the audio-picture annotation group did significantly better than the text-picture group in L2 vocabulary immediate recall. However, there was no significantly different effect between the two annotations on L2 reading comprehension.

Hernandez (2004) investigated how English as a Second Language (ESL) learners with different verbal and spatial abilities acquired vocabulary and overall listening comprehension skills in a second language (L2) through four different modes of multimedia presentations of a dialogue. Participants included 115 ESL students from a community college who completed verbal and spatial ability tests and were randomly assigned to four treatments: audio only (A), audio + video (AV), audio + text (AT), and audio + video + text (AVT). Afterwards, they took a vocabulary test, a listening comprehension test, and an attitude survey. Some participated in an interview discussing their

perceptions of the treatments. Findings suggested that the AVT (audio+ video+ text) treatment provided the greatest support for vocabulary acquisition and listening comprehension. Students attended to the mode (video or text) that provided the most support for comprehension. Thus, evidence supported the Dual Coding Theory (Paivio, 1986). Participants' comments about the treatments indicated a favorable attitude toward having both video and captioned text to support listening comprehension of the dialogue.

Pursuing the effect of using multimedia as form of edutainment, Kim(2006) conducted a study at Myungin Middle School (MMS) in South Korea to explore the use of multimedia components in a Web-based self-instruction to increase the achievement of students on an English vocabulary test. The primary objective of this research was to study the effects of six methods of multimedia instruction in a Web-based self-instruction program. A total of 172 tenth-grade students in five classes participated in the study. Each student was required to complete several testing instruments such as a pretest, posttest, retention test, and student attitude inventory for the study. The mixed factorial design (the split-plot analysis of variance) on data obtained from the scores of students. The results indicate that students, in general, earned a higher score when visual text was presented with graphics, students may be motivated to success and achievement in L2 vocabulary learning on the current vocabulary test.

Computer-based multimedia also motivates teachers in their classes. This was confirmed in the study of Toth (2002) that investigated Teacher motivation and the use of computer-based interactive multimedia. The purposes of this study were (a) to describe the use of multimedia within a participating population of teachers, and (b) to identify factors that motivate teachers to use multimedia for instructional purposes. Teachers from the

Oneida Special School District located in Oneida, Tennessee, were invited to participate in this study. The findings indicated that 64% of the respondents reported using some type of edutainment software, while 47% of the respondents reported using the Internet. Teachers were motivated to use and develop multimedia when they believed it was a potentially powerful tool, when they perceived it as relevant to the educational setting, and when they valued the use of multimedia resources. Beliefs, relevance, relatedness, and personal value were identified as important factors that motivated these teachers to integrate technology and multimedia within the educational setting.

Abraham (2001) investigated the effects of multimedia on second language vocabulary learning and reading comprehension. This study examined the use of multimedia software, for enhancing vocabulary learning and reading comprehension of one hundred two students enrolled in third semester (intermediate-level) Spanish classes. Specifically, the research investigated the effects of annotations (glosses) in the form of video, photographs, Spanish definitions, and English definitions on learning new words and for understanding an authentic story in Spanish titled Una carta a Dios. Participants performed significantly better on the measures of vocabulary learning and reading comprehension than the control group. Overall, students agreed that the multimedia annotations were effective for facilitating their understanding of the story and for learning new words.

Herselman (1999) investigated the application of educational computer games in English second language teaching. This study wanted to establish the extent to which the application of educational computer games could contribute to the successful teaching of English as a Second Language (ESL) in grade six. The following findings concerning the use of drill and practice games in ESL teaching were made: (1) The games provide a basis for

lifelong learning because learners are taught to reinforce existing knowledge. (2) The games provide learners with choices (levels of difficulty) to suit each individual learner's pace of learning. (3) Learners are stimulated to develop and use creative thinking in order to solve problems in real-life situations. (4) Learners are motivated when playing the games, because they feel challenged, experience sensory and cognitive curiosity, feel in control, experience exogenous fantasies, compete with one another and experience recognition through an achievement record for sustained efforts. (5) The use of the mouse, audio and visual presentations while playing the games improve eye-hand co-ordination, reactions and concentration. (6) The games allow learners to become twitch-game and strategy-game literate. (7) The games improve language proficiency of both RA and RD learners by providing for rote and meaningful learning of already familiar content. The above conclusions reveal a pressing need, therefore, for the application of educational computer drill and practice games in ESL teaching in grades six.

Iheanacho (1997) examined the effects of two multimedia CALL programs on vocabulary acquisition. Participants were 86 intermediate level English as a second language (ESL) students. They were randomly assigned to one of two treatment groups. Students in group one viewed a program with Motion Graphics and text. Students in group two viewed a program that had Still Graphics and text. Students who learned through Motion Graphics performed significantly better on the recall tests than those who learned through Still Graphics. This study recommended the need for further research in this area involving the use of various graphic formats in a CALL environment.

Siribodhi (1995) investigated effects of three interactive multimedia computer-assisted language learning programs on the vocabulary acquisition of elementary level EFL students. The instruction was delivered by computer.

Two matching posttests (word matching & picture matching) were used as measuring materials. The tests were given twice: once immediately after the treatments and again 72 hours later, in order to determine how much students could recall of the presented vocabulary from the three formats of CALL software. The results revealed that there were no significant mean differences among the three conditions; however, there was a significant decrease from immediate posttest to the delayed posttest on word matching. The follow-up analysis also yielded significant interactions between the treatment conditions and gender.

B- Studies Investigating the Writing Skills

Research on the role of computers assisted instruction especially in teaching writing reflects positive effects. This was clear in the study of Lin (2009) that examined how computer-mediated communication affects ELL students' writing processes and writing performance through interacting, communicating, constructing knowledge, and collaborating with peers from different cultural and linguistic backgrounds. Mixed methods were utilized in this study: quantitative methods, including writing difficulties/needs questionnaires, quantity of participation, pre-test quality (score) of writing samples, post-test quality (score) of writing samples, and qualitative research methods, including reflection journals and interviews. After CMC technology intervention designed to address students' self-perception of writing difficulties (needs), sociocultural (percentage gains = -21%) aspects of writing difficulties were reduced the most, cognitive/linguistic (percentage gains= -18%) aspects of writing difficulties were reduced the second, and psychological/emotional (percentage gains=-17%) aspects of writing were reduced the least. In terms of students' writing performance, there was a trend towards an improved level of performance. Students showed improvement in

their quantity of writing, organization, thesis statements, ideas, and use of multiple perspectives.

Computer aided instruction has also a great effect on facilitating the teaching of literacy skills. This was confirmed in the study of Karnati (2008) that examined the impact of Computer aided instruction for out-of-school children in India. The Bridges to the Future Initiative BFI used multimedia software to teach basic literacy and numeracy skills through interactive stories and activities, in the local language Telugu. The methodology employed in the study was a quasi experimental design on a sample of around 140 children (age range 7-19 years). The research study included BFI sites which offered two hours of CAI a day and comparison sites which provided five hours of teacher-based instruction (TBI) a day. Within the BFI intervention group, there was evidence to suggest that the number of days attended resulted in an increase in posttest scores, particularly in reading. Furthermore, older students in the BFI intervention had consistently shown higher gains in learning across reading, writing, math and information and communication technology (ICT) literacy domains. The results support the use of ICT with marginalized sections of society in developing countries in order to improve literacy skills.

Pursuing the contribution of computer assisted instruction, Christiansen (2009) investigated the effectiveness of a multimedia-based self-paced instructional module in helping English Language elementary school students to acquire literacy in their native language and English as a second language. Participants in the experimental group completed the first module (Spanish literacy) within the frame of one semester and participants in the experimental and control group completed the second module (English literacy) in a second semester. Results showed that all participants found both modules helpful, and had consistent increases in reading and writing scores.

While investigating the effect of using game-design principles on developing student writing practice, Warren. (2006) investigated the impact of a multi-user virtual environment on teacher instructional time, voluntary student writing practice, and student writing achievement. The focus of this study was to determine whether game-design design principles can be used to both compliment a digital PBL environment and improve student learning. The results of this study showed that the treatment condition had decreases in teacher time spent answering procedural and directional questions, increases in the amount of voluntary student writing activity, and improvements in standardized achievement scores on prompts that consisted of writing tasks similar to those that students participated in during the treatment. Students engaged fully with the learning environment although several tensions emerged.

Lansiquot (2008) Conducted a study that examined how ancient iconography , a set of pictures or symbols that connected with people or themes, impacts social studies and critical writing skills. The researcher used multimedia learning software designed by Reneta Lansiquot called Scope Out , an experimental online revision tool that makes iconography interactive. This mixed-methodology study included three comparison groups and one control group that were randomly selected from three middle-school immigrant students. Analyses of student writing revealed multiple revisions and statistically significant improvement over the control group. Overall, student-reported writing apprehension and computer anxiety decreased. Results indicate a positive relationship between the reading of iconography and writing skills.

Wagner (2008) investigated the effect of graphic organizer on improving writing skills. The purpose of this study was to determine if the implementation of a computer graphic program, Kidspiration™, would

enhance students' writing skills. The intervention took place in a fourth grade language arts classroom during writing sessions. At the time of the intervention, students applied their knowledge of writing personal narrative compositions to the Kidspiration™ computer program. The data for this four week study demonstrated that using the Kidspiration™ computer program increased student organizational skills in writing therefore giving them a better opportunity for meeting the writing requirements that are given on the NJASK standardized test.

Jaramillo (2007) examined the impact of Interactive PowerPoint Instruction (IPI) on teacher practice and the writing achievement of fifth grade economically disadvantaged students in high-poverty classrooms. The sample was comprised of 120 fifth grade students and their teachers in four classrooms in a large, urban public school. The research design applied comprehensive mixed methods in order to identify critical instructional strategies that are necessary to increase student writing achievement. The findings also showed gains in achievement in writing rubric scores in higher-order writing skills, especially in the areas of organization, word choice, and sentence fluency. These gains are important indicators of changes in student achievement when Interactive PowerPoint Instruction was used as a teaching tool. Following a comparison of pre and post data, the findings include patterns of instructional change from a focus on students' written products, to a focus on the students' writing processes.

Lorber (2004) investigated the use of a digital graphic organizer (Inspiration(TM) software) improve eighth grade students' ability to write expository pieces. The research design employed in this study was a two-trial, pretest/posttest design, within an action research framework. The data included pre and post intervention writing assignment scores, pre and post survey data, post interviews with randomly selected students, and notes of

meetings with English 8 teachers on the research team. Students in the intervention group increased significantly more than students in the nonintervention group from pretest to posttest in their writing grades, in their ability to organize their ideas, in their perceptions of their abilities to develop ideas and organize their ideas, and in their attitudes toward themselves as writers. In some cases, low-achieving students gained significantly more than did high-achieving students.

Conard (2002) investigated how the teacher planned for and implemented a writing curriculum in which computers played a role and what this teacher did in an attempt to influence children's development as writers. The research is based on qualitative case study that relies heavily on participant observations, artifact/document collection, and interviews. The constant comparative was used to analyze the data. Based on these findings, the study identified four foci that might contribute to more effective use of computers in writing instruction. These include the teacher conceptions of literacy, effective planning, effective implementation and classroom management.

Abramson (2002) investigated the impact of computer-based practice on a writing curriculum. Existing research indicates that effective writing is critical to learning and that the use of computer technology in writing instruction can impact student performance. Participants were students from three seventh-grade English classes in an East Tennessee public school. They were randomly divided into two groups. Effective instructional components, such as feedback, scaffolding, and opportunities for active responding were included in both practice situations. Performance on pre-test and post-test writing tasks was measured. These results suggest that practice opportunities can enhance the use of recently learned writing skills and that the

effectiveness of these practice opportunities is similar across pencil and paper and computer-based responding.

Briggs-Cummings (2001) investigated the teaching of writing via technology and improving student scores on the Georgia High School Graduation Test. The participant group consisted of 15 students whose ages ranged from 17.0 to 22.5 years. The maximum number of participants was limited to 15 to facilitate in-depth interviews and to maximize the methodology. Observations with field notes were also used in the data collection. The theory that emerged from the data includes: (1) Students perceive that technology may play a vital role in improving and shaping their approaches to learning. (2) Slow learners may benefit greatly through cooperative ventures. (3) The environment may play an essential role in student learning. The results have important implications for developing the premise that computer-assisted learning may be viable in developing a theory of improving the effectiveness of student writing via technology.

O'Brien (1999) conducted a study for the exploration of reading and writing skills developed through methods of computer-integrated learning at the elementary school level. The research employed the following methodology: use of observations, informal and formal interviews. The research indicated areas of concern regarding the effective integration of CIL in the development of the reading and wilting skills: (1) Both regularly scheduled computer time and one-on-one attention are needed for effective acquisition of reading and writing as the skills become a part of CIL. (2) Students, teachers, and parents need to be made aware of how reading and writing skills can be developed as students learn technology skills. (3) Reading and writing skills must be developed and integrated into all curriculum areas in order to utilize another dimension of learning made

possible with the use of the computer technology. (4) Teachers need resources, in-service training, and computers that are readily available.

Donovan (1998) utilized a qualitative/quantitative study to determine if fourth and fifth grade students who wrote with computers in their elementary school classroom produced better writing and had more positive attitudes about writing than did similar students who used pencil and paper. Writing samples of 410 fourth-graders were evaluated. Half of the population composed writing using with laptop computers, while the other half composed with pencil and paper. After writing the same narrative over a two-day period in a process-writing approach, the samples were collected and analyzed. Donovan concluded that students who composed with laptops scored significantly higher in tests of both writing competence and in writing convention. Students also exhibited a more positive attitude about writing than those who composed with pencil and paper.

Sterling (1997) examined the data on pre-service teachers' perceptions regarding the utilization of computer technology with writing done by second graders. The pre-service teachers identified several factors that contributed to second-graders ability to write. They identified the computer as being motivational, a means of reinforcing learning, and a tool for the future.

Lerew (1997) examined the use of computers to improve writing skills among low-achieving Hispanic students. The researcher used a quasi-experimental approach. The population consisted of 152 low-achieving Hispanic students. Subjects were randomly assigned to either a control or an experimental group. The experimental group used a computer thirty-five minutes each day to complete English writing assignments, while the control group completed the same tasks using pen and pencil methods. This study found that students in the experiment group significantly outperformed students in the control group on the writing measure. Students who used

computers, on average, scored 20 percent more on the writing rubric than their handwriting counterparts and they registered the most improvement in their confidence and in their general attitudes toward writing. This study concluded that low-achieving Hispanic students can improve their writing skills significantly by using a computer to complete writing assignments. This study indicates that the lowest students need computers the most.

Fan (1996) presented a study using constructivistic approach in multimedia technology in order to improve students' writing performance. Twenty seventh-grade students participated in this study. They were paired up to work on the computer to create a multimedia document during a 45-minute period every day for six weeks. Both quantitative and qualitative data were collected to triangulate the point of view. A statistical paired data t-test revealed that the posttests scores were statistically significantly higher than the pretests. The findings derived from the qualitative data (i.e., observation, interviews, and the posttest essay where students reported what they had learned from the multimedia writing projects) suggested that the following skills and knowledge had been learned, such as: (1) Collaborative learning (i.e., they worked as a team); (2) Content of the project; (3) Planning; (4) Management Skills; (5) Technical Skills; (6) Research Skills; and (7) Problem Solving Skills.

Waldman (1995) investigated the effects of a multimedia literacy tool on first-grade reading and writing achievement. This study focused on one particular type of software application designed for this purpose, the multimedia literacy tool (MLT), named and described by the researcher. This study used a quasi-experimental design to investigate whether there were measurable differences in reading and writing achievement between first graders using a multimedia literacy tool (n = 56) and first graders not using the tool (n = 84). The subjects were 140 first grade students from a suburban

school district in Northern California. Results of the study indicated that the experimental group outperformed the control group on two of the six dependent variable measures: the word analysis subtest and the focus/organization dimension of the analytic writing assessment. The study concludes that the MLT can selectively be a powerful tool for enhancing reading and writing in young learners.

Butler-Pascoe (1990) examined the effective uses of computer technology in the development of writing skills of students enrolled in a college-level English as a Second Language program. The subjects were twenty-four international students enrolled in two intermediate writing and grammar classes of the ESL program. Qualitative data were collected from pre and post questionnaires and interviews and from direct observations. Pre and post-term student compositions were evaluated using the TOEFL Test of Written English Scoring Guide. Student and teacher comments and evaluations as well as direct observations by the researcher and outside observer strongly supported the effectiveness of the computer-based curriculum. Composition scores of the field test classes were significantly higher than those of the comparison class. Weekly pre/post mean score gains were significant for all eight grammar tests as measured with a t-test of paired samples. The research supports the need for further investigation of the use of computer technology in the teaching of English as a second language.

The benefits of writing with computers were also explored at other elementary grade levels. Mills (1995) examined the effects of computers in the writing process in a second grade classroom when computers were introduced. From a class of 28-second graders, Mills selected three students whose writing abilities ranged from a student who had trouble writing most every word to a student who wrote lengthy stories both in and out of school.

Mills concluded that computers increased student motivation to write and students' writing production. It also acted as a non-judgmental audience.

Moreover, concerning the related research about writing, computers, and word processing, Cochran-Smith, Paris and Khan (1991) organized information around five propositions. These propositions were: (a) in classrooms or computer lab situations using word processing affects the composing process of student writers; (b) when students use word processing in classroom or laboratory situations, the quality and quantity of their written products is affected; (c) student writers respond positively to the use of word. processing for writing; (d) student writers are able to master keyboarding and word processing strategies for use in age-appropriate writing activities; (e) the ways that word processing is used for writing in individual classrooms, the social organization of classroom learning environments, and goals and strategies of individual teachers are interactively related.

PART III: Reflections on the Reviewed Literature and Reviewed Studies

A. The Reviewed Literature contained the following conclusions:

1. We need to change our teaching methods to enhance the skills that future citizens will need in a digital society.
2. Children and young people are introduced to the world via edutainment, and the ways that they interact with technology may be changing the ways of learning and the production of knowledge.
3. Characteristics of technology lending themselves well to classroom situations included active engagement, participation in group, frequent feedback, and real-world examples.
4. There is potential for learners to become more empowered with computer edutainment-based learning.

5. Computer edutainment-based learning presents new opportunities for re-considering how we learn.
6. Collaboration, communication, teamwork, and problem solving are part of both the learning and the playing experience of edutainment.
7. Student motivation was positively affected by the use of edutainment and through having some autonomy when playing.
8. There are many individual differences between students and less advanced students can benefit from edutainment.
9. Meaningful use of edutainment within lessons depends far more on the teacher's effective use.
10. Writing is the most complex and difficult challenge facing students in schools. Writing competence builds confidence, which readily turns into creativity and fun.
11. English teachers and professors are not the only ones who should be concerned about good writing. Educators should consider new ways to improve the teaching of writing. One way to accomplish this goal is to integrate and connect edutainment with English learners needs, along with their writing and thinking.
12. By using edutainment, ELLs can learn in a funny and relaxed learning environment that supports their Zones of Proximal Development and supports reflection "debriefing" through using reflection logs, small group discussion, and personal journals.

B. The Reviewed Studies Dealt with the Following:

1- Some of the reviewed studies focused on the role of edutainment in the form of computer games to enhance learners' achievement in language arts, language development, and students' cognitive learning process. Most of them targeted the primary students and only few targeted the

adult English learners. They all confirmed the importance of computer edutainment in the form of computer games in teaching English (Chuang & Chen, 2009; Heidelberg, 2008; Harris, 2008; Mendez, 2006; Feng, 2009).

2- Some of the reviewed studies used edutainment in the form of computer games to investigate their impact on developing different aspects of the language learning process (e.g. problem-solving skills, decision-making skills, speaking skills, spelling, phonological awareness skills, literacy skills, technical skills, presentation skills, research skills, organizational skills, listening comprehension skills, reading comprehension skills and writing skills). Results of these studies were consistent as they all reported positive results favoring the computer edutainment (Kennerly 2009; Abraham, 2001; Hernandez, 2004; Kulla-Abbott, 2006; Dogan, 2007; Charlton& McLaughlin, 2005 and Honeycutt, 2005).

3- A number of the reviewed studies focused on investigating the role of edutainment in increasing learners' motivation, interest, self-efficacy, and engagement. The targeted population was not confined on learners of intermediate level and elementary level, in service teachers were also involved in the experiment. Results of these studies were consistent as they all reported positive results favoring the motivation, interest, engagement, and vocabulary learning (Shaw, 2009; Harris, 2008; Mendez, 2006; Tuzun, 2004;; Thomson and Dass, 2000; Toth, 2002; Herselman, 1999).

4- Some of the reviewed studies focused on the impact of edutainment in the form of computer games and digital story telling on enhancing learners' vocabulary acquisition. Results of these studies were consistent as they all reported positive results favoring the enhancement of vocabulary learning (Iheanacho, 1997; Siribodhi, 1995; Abraham, 2001; Kim, 2006; Hernandez, 2004; Chen, 2006; Yip & Kwan, 2006).

C. The Review of Literature and Related Studies Guided the research in:

1- Identifying the importance of computer edutainment in teaching English.
2- Developing the writing skills.
3- Determining the experimental variable and the dependent one.
4- Stating the hypotheses of the study.
5- Developing the tools of the study.
6- Building up the training program.
7- Discussing the results.

Conclusion

This chapter presented the literature review and related studies relevant to the study of computer edutainment and writing skills. It was divided into three parts. Part one included a theoretical background of edutainment and writing skills. Topics that were covered in this part included rationale for using computer edutainment, concept and characteristics of edutainment, edutainment and learning theories, edutainment and instructional design theories, edutainment environment, writing skills, importance of writing, writing features, Technology in teaching writing, and edutainment and writing. Part two included the related studies of computer edutainment and writing skills. Part three included an overall reflection of the reviewed literature and related studies.

Chapter 3 will describe the research methodology used in the study, including design of the study, duration of the experiment, research participants and data collection instruments.

Chapter III

Research Design and Instruments

CHAPTER III

Research Design and Instruments

This chapter provides information concerning the methodology used to collect data and conduct the experimental part. The data collected were described qualitatively and quantitatively. In the following pages, detailed descriptions of the design of the experiment, the study variables, participants, instruments, and the procedures followed in implementing the study will be overviewed.

1- The Experimental Design

The one group pretest-posttest quasi-experimental design was used in the present study. The treatment group was exposed to pre-post means of collecting data (e-writing test, pen and paper writing test, vocabulary test, writing development record, writing strategies and concepts checklist, and self-assessment checklist). A program based on computer edutainment was designed by the researcher and used to develop writing skills.

2- Duration of the Experiment

Before beginning the program, the researcher trained the participants for three weeks (27 hours) in September 2010 to some computer skills needed for dealing with the program. The experiment lasted for one semester, three sessions a week (4.5 hours per week), starting from October 2010, till the end of December 2010. Each lesson in the program took two sessions. Thus, all the program units took thirty-two sessions (48 hours).

3- Research Participants

A number of thirty 2nd primary graders were randomly selected from a public primary school in Bani Hamad, El-Minia governorate. The pupils' mean age ranges from seven to eight years old.

The researcher conducted a set of descriptive statistical analysises to be indicators for describing participants. Three tests were administered to assess the pupils' English literacy level before the intervention. These tests were prepared by Clay (2002) to assess pupils' early literacy level in :Letter Identification (tests recognition of upper and lower case letters); Writing Assessment (tests how many words the pupils is able to write independently); and Hearing and Recording Sounds (tests pupils' ability to hear and record sounds s/he hears in orally dictated texts).

(For the form and directions of the tests, see Appendix (B), pp. 429)

The Scoring System

1. For letter identification test, the score is 54.
2. For writing vocabulary test, 1 point for each word spelled correctly.
3. For hearing and recording sounds, 1 point for each phoneme that is correctly represented, but the words do not have to be spelled correctly.

Validity of the Tests

- Clay (2002) calculated the validity of the tests and they were as the following:

2. For letter identification test, the validity was 0.85.
3. For Writing Vocabulary test, the validity was 0.82.
4. For hearing and recording sounds, the validity was 0.87.

Reliability of the Tests

- Clay (2002) calculated the reliability coefficient of the tests and they were as follows:

1. For letter identification test, the reliability was 0.97 (Clay, 2002).
2. For writing vocabulary test, the reliability was 0.97(Clay, 2002).
3. For hearing and recording sounds, the reliability was 0.92(Clay, 2002).

- **A test-retest method,** with two weeks interval between the first and the second rating, was used on thirty 2nd primary graders to recalculate the reliability coefficient of the test. The coefficient values of the three tests were acceptable as shown in Table (4) below.

Table (4): The Reliability of the Early Literacy Achievement Tests

Test	Test		Re-test		Correlations
	Mean	S D.	Mean	S D.	
1. Letter Identification Test	21.766	14.677	24.200	15.862	0.93*
2. Writing Vocabulary Test	3.1333	1.852	3.1667	1.662	0.76*
3. Hearing and Recording Sounds	18.900	7.752	18.266	7.286	0.95*

* Significant at 0.01 level

Testing Pupils' Early literacy Level

The tests were administered to the participants of the group exposed to the computer edutainment program to assess their early literacy level. Table 5 below shows pupils' level before the intervention.

Table (5): Number of pupils above average score, Number of pupils under the average score and Percentage of pupils above and under average in the three tests

Test	No. of participants	Above average		Under average	
		N.	percentage	N.	Percentage
1. Letter Identification Test	30	11	37%	19	63%
2. Writing Vocabulary Test	30	8	27%	22	70%
3. Hearing and Recording Sounds	30	10	33%	20	67%

Before the intervention, on the Letter ID test, the average score was 13.4/54. Eleven pupils (37%) received an average to above average score and nineteen (63%) pupils received a score below the average. On the writing

vocabulary test, the average score was one word given a 10-minute timeframe. Eight (27%) pupils received an average to above the average score and twenty two (70%) received a score below the average. On the hearing and recording sounds test, the average score was 8/37. Ten pupils (33%) received an average to above average score and twenty pupils (67%) received a score below the average.

4- Research Variables

4.1 The independent variable

The use of computer edutainment program is the independent variable of the study.

4.2 The dependent variable

The development of the 2nd primary graders writing skills.

5- Instruments

To explore the impact of using computer edutainment on the 2nd primary graders' writing skills, the researcher designed and built the following instruments:

5.1. Enrichment Writing Activities Needs Assessment survey (EWANA SURVEY)

Purpose of the Survey

To determine the need for enrichment writing activities, the enrichment writing activities needs assessment (EWANA) was developed by the researcher. The survey instrument was specifically designed to provide information to answer the study question: Do teachers need enrichment writing activities to develop pupils' writing skills?

Description of the Survey

The survey was composed of 12 positively structured statements purposefully designed to measure teachers' level of agreement concerning the

need for enrichment writing activities (see Appendix B, PP. 382). Participants were asked to rate their level of agreement on each statement in the survey. High scores indicate a higher level of agreement while low scores indicate lower levels of agreement. The overall calculated score on the survey that determined the need for enrichment writing activities was a mean score of 3.8 or higher and ultimately answered the study's guiding question. The mean of 3.8 was chosen because it is considerably above the neutral score of 3.0 on a 1.0 to 5.0 scale with 1.0 being strongly disagree and 5.0 being strongly agree.

After careful review of the literature that supported the enrichment writing activities, the items on the EWANA survey covered four constructs. Items number one, two, nine, ten, eleven and twelve of the survey covered overall activities construction. Items number three, six and ten of the survey covered individual student needs or differentiation. Items number four and five on the survey covered student learning or scaffolding. Items number seven and eight of the survey covered the multiple opportunities for learning or repetition.

Validity of the Survey

By basing the survey on best practices from the literature, construct validity was established. Table (1) presents an overview of the EWANA as it relates to literature.

Table(1): ***Validity of the Enrichment Writing Activities Needs Assessment (EWANA)***

Construct	***Items***	***Support from Literature***
Overall Resource Construction (1, 2, 9, 10, 11, 12)	1-Teachers need enrichment writing activities that assimilate and parallel pupils' current learning needs. 2-Teachers need enrichment writing activities that are based on meaningful or purposeful bases to learn to write. 9-Teachers need enrichment writing activities with simple sentence structure along with computer support instruction. 10-Teachers need enrichment writing activities that provide a variety of activities to develop writing skills. 11-Teachers need enrichment writing activities that are entertaining and encourage active engagement. 12-Teachers need enrichment writing activities that can be reproduced for future use.	Strickland & Morrow 2000, Clay 2001, and Clark &Graves, 2005
Individual Student Needs/ Differentiation (3, 6)	3-Teachers need various enrichment writing activities to address individual student needs. 6-Teachers need enrichment writing activities that provide opportunities to differentiate instruction based on individual student needs.	Gregory, 2003, Tomlinson, 2000, Amy, 2003 and Tomlinson & Dockterman,2002

Continue table (1)

Construct	*Items*	*Support from Literature*
Student Learning/ Scaffolding (4, 5)	4-Teachers need enrichment writing activities that provide an interactive writing component for student learning. 5-Teachers need enrichment writing activities that scaffold student learning in writing skills.	Clark & Graves, 2005, Cole, 2006, and Indrisano & Paratore (2005)
Multiple Opportunities for Learning/ Repetition (7, 8)	7-Teachers need enrichment writing activities with repetitive text to assist pupils in creating meaning to write. 8-Teachers need enrichment writing activities that use to some extent high frequency words.	Kuhn, 2004 Kuhn et al., 2006, Fountas & Pinnell, 2006, and Fountas & Pinnell, 2007,

5.2. Technology Survey

Purpose of the Survey

The technology survey was used to determine how much experience the pupils had with technology and computer edutainment.

Description of the Survey

The survey was composed of 10 questions and was purposefully designed to determine the pupils' background with technology and computer edutainment (see Appendix B, PP. 386). Pupils were asked to circle their response that best answers each question. The questions were:

1. Do you have a computer at home?
2. How many computers do you have?
3. How many hours do you daily use the computer?
4. Do you play computer games at home?

5. How many hours do you daily play computer games at home?
6. Do you use computer at school?
7. How many hours, per week, do you use computer at school?
8. Have you ever played computer games at school?
9. How many hours, per week, do you play computer games at school?
10. Do you learn from computer games?

Validity of the Survey

In order to establish content validity for the survey, a group of jury members of TEFL (Appendix E, pp. 506) approved its validity and its suitability for 2nd graders. These experts were asked to review the items of the survey and to state if a given item was relevant or not. They were asked whether there were any important points that were not included in the survey.

5.3. A Writing Skills Questionnaire

Purpose of the Questionnaire

This questionnaire was employed to determine the most important writing skills to be developed at this stage.

Sources of the Questionnaire

The writing skills included in the questionnaire were determined through reviewing the previous literature related to the area of writing skills such as: McAndrews (2008), Creech (2008), Weinthal & Hade (2003), Foster (2008), Indrisano & Paratore (2005), Barone (2005), Vukelich, & Christie (2004), Michigan Department of Education (2004), Thelen (2004), and Kostelnik et al., (2004).

Content of the Questionnaire

The questionnaire was composed of six columns. The first column included twenty six writing skills arranged in four strands: a- Expressive or stylistic, b-Mechanics and spelling, c- Organization and form, d-Writing as a process (prewriting, drafting, revising, editing), e-Writing as a product

(resulting in word samples). These skills had to be rated by the panel of jury according to a rating scale containing five alternatives: strongly agree, agree, not sure, strongly disagree, and disagree. Furthermore, the panel of jury was required to add to the list any writing skills they considered important.

Validity of the Questionnaire

The questionnaire was submitted to a panel of jury specialized in the field of EFL curriculum and instruction to determine (a) the degree of importance of each skill, (b) appropriateness of the skills suggested to Egyptian EFL 2nd year school pupils as well as the linguistic stating of each skill. The jury was consisted of:

1. Specialists in the field of EFL and methods of teaching.
2. EFL supervisors at the Ministry of Education
3. Senior English teachers in the private schools of the Ministry of Education
4. Senior English teachers in the public schools of the Ministry of Education

The jury indicated that the questionnaire was valid and the skills included were clear and adequate. After analyzing the jury responses, the researcher selected the skills that were agreed upon (See the questionnaire in its final form in appendix (B), P. 395). The writing skills selected for the study and approved by the jury were as follows:

A. Expressive or stylistic

1. Using simple sentences to convey ideas.
2. Using words in an appropriate written context.
3. Using short forms of phrases.
4. Using correct prepositions in an appropriate written context.
5. Answering simple questions.

6. Writing description of actions/objects/
 People/ weather.
7. Identifying objects/people in writing.
8. Using correct regular singular/plural nouns in appropriate written context.
9. Writing own name.
10. Writing own age.

B. Mechanics and spelling

11. Using sound/symbol relationship to writing words.
12. Using basic punctuation
13. Using capitalization
14. Spelling words.
15. Using resources to spell words.

C. Organization and form

16. Using appropriate spacing between words.
17. Using left to right directionality.
18. Using return sweep (return to the left for the next line).

D. Writing as a process (prewriting, drafting, revising, editing)

19. Generating ideas for writing through talking, sharing, and drawing.
20. Using a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
21. Using drawing, invented spelling, or conventional text to create writing drafts.
22. Using a simple checklist to revise and assess writing.
23. Using writing strategies and concepts in writing.

E. Writing as a product (resulting in word samples)

24. Producing journal writing to share with classmates.

25. Producing written pieces such as lists and card to share with classmates.

5.4. Pre-post Electronic Writing Test

Objectives of the Test

A pre-post writing test was constructed and administered by the researcher. It was used prior to the program implementation to determine the level of the group before starting the experiment, and hence the progress achieved by the group may be attributed to the program they have been exposed to. As a post test, it was administered in the electronic form to investigate the effectiveness of the proposed program based on computer edutainment to develop writing skills.

Construction of the Test Items

The test was constructed in the light of the following resources:

- ☑ Reviewing previous studies concerned with language tests, especially those tackling the topic of the how to develop writing tests.
- ☑ Identifying the skills to be measured by the test through the results of the questionnaire.

Description of the test

The final version of the pre-post writing test, modified by the pilot administration, consisted of eighteen items. The test was designed according to a table of specifications (See appendix (B), pp. 402). The items represented the most important and the most emphasized objectives of the program. They were all adapted to suit Egyptian 2nd primary graders' linguistic proficiency level (For the test in its final form, see Appendix (B), pp. 400).

Item Type

The items are of the following types:

1. Completion
2. Multiple choice

Scoring

The score is simply the total number of correctly marked answers. The maximum score is 72 scores. Four points were assigned to each correct answer, while zero was given for wrong or left answers.

Validity of the Test

A panel of expert (n=15) in TEFL (See appendix E, pp. 506) examined the test and judged the linguistic stating of the items, the appropriateness and fitness of the items for the participants, the applicability for the participants, and how far the items measure the program objectives.

Some of the jury members recommended omitting some questions that were difficult for the participants. With respect to the test wording, they suggested modifying some questions in terms of wording to be easier for the pupils to understand. The items of the test were modified according to the feedback received from the jury members. They approved its validity, applicability, and suitability for the set objectives.

The Preason Correlation Formula was also used to determine the internal consistency of the test. It was applied to a randomly chosen sample of thirty primary second year graders. The correlation between the items and the total of the writing test was determined as shown in table (2) and found acceptable.

Table (2) Internal Consistency of the Writing Test

question No.	Pearson correlation	Question No.	Pearson correlation
1	0.597**	**10**	0.913**
2	0.791**	**11**	0.913**
3	0.698**	**12**	0.849**
4	0.842**	**13**	0.816**
5	0.784**	**14**	0.84**
6	0.871**	**15**	0.945**
7	0.881**	**16**	0.936**
8	0.88**	**17**	0.955**
9	0.903**	**18**	0.608**

**Correlation is significant at the 0.01 level (2-tailed)

Piloting the Test

The electronic writing test was first applied in the form of a paper before designing final electronic version of the test. The pilot study of the test aimed at timing the writing test and determining item analysis results including (a) item difficulty and (b) item discrimination. Therefore, thirty pupils were selected for the pilot administration. These pupils were randomly selected from second year class in Bany Ahmed primary school, El-Minia governorate. Pupils of the pilot study did not belong to the group of the study. They were excluded from the whole experiment.

Test Time

During piloting the test, the researcher calculated time taken by the fastest pupil finishing the test added to the slowest one, and the average was found to be 90 minutes. Thus, the test time was 90 minutes. This time was estimated in the following way:

$$\frac{\text{The time taken by the fastest pupil + the time of the slowest pupil}}{2}$$

$$\frac{55+125}{2} = 90 \text{ minutes}$$

Reliability of the Test

In order to establish the reliability of the writing test included in the current study, it was administered to a randomly selected group of thirty pupils in the second year primary class. Those pupils were excluded from the whole experiment.

After two weeks of the first administration, the researcher retested the same pupils. Then, correlation between the test/ re-test results was calculated using Pearson correlation coefficient which was 0.99. This is a high reliability coefficient. Aikens (2000) stated that the test should have a reliability coefficient ranging from (0.70) and preferably closer to (0.90) to be considered useful. Thus, the reliability coefficient of this test is considered within the acceptable range.

Test Instructions

The test instructions were stated clearly and written in Arabic to make sure that pupils had understood what is required in each item. They were given the following instructions:

- Listen carefully to the teacher's instructions then answer the questions.
- If you faced a difficult question, leave it to the end of the test and answer the questions you know well.
- Answer all the questions as possible as you can.

Test administration

After piloting the test and estimating the suitable time for taking the test, the pre-post test was designed electronically. The pre-electronic writing test was administered to the study group in the computer laboratory. It was administered on the 2nd of October 2010, that is, three days prior to the

experiment. Time allotted for the test was ninety minutes. The post-test was administered two days after the experiment ended on the 27th of December 2010. Posttest conditions were relatively the same as those of the pre-test in terms of the place and time.

5.5. Pre-post paper and pencil writing test

Rationale

Pre-post pencil and paper writing test was used along with the electronic writing test, as the pupils of the experiment had to transfer what they learned in the technology of edutainment to their pencil and paper test. This transference may have caused measurable differences in pupils' writing.

Objectives of the Test

A pre-post pencil and paper writing test was constructed and administered by the researcher. It was used prior to the program implementation to determine the level of the group before starting the experiment, and hence the progress achieved by the group may be attributed to the program they were exposed to. As a post test, it was administered to investigate the effectiveness of the proposed program based on computer edutainment in developing 2nd primary graders' writing skills.

Constructing the Test Items

The test was constructed in the light of the following resources:

- ☑ Reviewing previous studies concerned with language tests, especially those tackling the topic of the how to develop writing tests.
- ☑ Identifying the skills to be measured by the test through the results of the questionnaire.

Description of the Test

The final version of the pre-post writing test, modified by the pilot administration, consisted of two writing topics adapted from (MLPP): The

Michigan Literacy Progress Profile (2000). The test was designed according to a table of specifications (See Appendix (B), pp. 412). The items represented the most important and the most emphasized objectives of the program. They were all adapted to suit Egyptian 2nd primary graders' linguistic proficiency level. The test consisted of two topics:

- **Topic (1): "My self":** In this topic, Pupils were required to draw a picture of themselves and write about themselves. Pupils wrote the topic in response to a writing prompt.
- **Topic (2): "My favorite pet":** In this topic, Pupils were required to draw a picture of their pet and write about it. Pupils wrote the topic in response to a writing prompt.

Item Type

The items of the test are of the essay questions type.

Scoring

Each part of the writing test was marked out of 16 points. The total score of the test was 32 points. A writing analytical rubric, with score points ranging from 0 to 4, was used for assessing participants' responses. Two raters (including the researcher) scored the test to ensure the objectivity of scoring. The other rater had the same qualifications and read the program.

Validity of the Test

To measure the test content validity, the test was given to nine EFL professors, assistant professors, and lecturers to evaluate the test as a whole in terms of: (a) the linguistic stating of the items, (b) appropriateness and fitness of the items for the participants, (c) applicability for the participants and (d) how far the items measure the program objectives. They stated that test was measuring what it was intended to test. With respect to the test wording, they suggested modifying some questions in terms of wording to be easier for the

pupils to understand. Their suggestions were taken into consideration in the final form of the writing test (See Appendix (B), pp. 410).

Piloting the Test

The test was piloting to determine the time of the writing test and the difficulty of the topics included in the test. Therefore, thirty pupils were selected for the pilot study. These pupils were randomly selected from one 2nd year class in Bany Ahmed primary school, Minia governorate. Pupils of the pilot study did not belong to the group of the study. They were excluded from the whole experiment.

Test Time

During piloting the test, the researcher calculated time taken by the fastest pupil finishing the test added to the slowest one, and the average was found to be 60 minutes. Thus, the test time was 60 minutes. This time was estimated in the following way:

$$\frac{\text{The time taken by the fastest pupil + the time of the slowest pupil}}{2}$$

$$\frac{40 + 80}{2} = 60 \text{ minutes}$$

Reliability of the Test

In order to establish its reliability, it was administered to a randomly selected group of thirty pupils in the second year primary class. Those pupils were excluded from the whole experiment.

After two weeks of the first administration, the researcher retested the same pupils. Then, correlation between the test/ re-test results was calculated using Pearson's correlation coefficient which was 0.97. This is a high reliability coefficient.

Test Instructions

The test instructions were stated clearly and written in Arabic to make sure that pupils had understood what was required in each item. They were given the following instructions:

- Draw a paint related to your topic.
- Using colors is not necessary.
- After finishing drawing, write about your topic.
- Answer all the questions as possible as you can.

Test administration

After estimating the suitable time for taking the writing test based on the results of the pilot admininstration, the pre-test was administered to the group of the study in the normal classroom situation so that pupils' performance would be normal. It was administered on the 28th of September 2010, that is, six days prior to the experiment. Time allotted for the test was sixty minutes. The post-test was administered three days after the experiment ended on the 27th of December 2010. Posttest conditions were relatively the same as those of the pre-test in terms of the place and time.

5.6. Pre-post vocabulary test

A pre-post vocabulary test was adopted from Marie Clay (2002). It has established a reliability = 0.97 and validity = 0.82.

Objectives of the test

A pre-post vocabulary test was adopted from Marie Clay (2002). It was used prior to the program implementation to determine the quantity of vocabulary that pupils have before starting the experiment, and hence the progress achieved by the group may be attributed to the program they have been exposed to. As a posttest, it was administered to investigate the

effectiveness of the proposed program that is based on computer edutainment (see Appendix (B), pp. 417).

Test Time

During piloting the test, the researcher calculated time taken by the fastest pupils finishing the test added to the slowest one, and the average was found to be 30 minutes.

Validity of the Test

A pre-post vocabulary test was adopted from Marie Clay (2002). It has established a validity = 0.82.

Reliability of the Test

In order to establish its reliability, it was administered to a randomly selected group of thirty pupils in the second year primary class. Those pupils were excluded from the whole experiment. After two weeks of the first administration, the researcher retested the same pupils. Then, correlation between the test/ re-test results was calculated using Pearson correlation coefficient which was 0.99. This is a high reliability coefficient.

Test Instructions

1. Say to the pupil: Let's see how many words you can write.

Note: You may prompt the child using the following questions. Use as many or all of the suggested prompts, as necessary, if the child stops writing and has not reached the time limit.

Prompts

- Write your name.
- Write the names of people in your family.
- Write the names of some numbers.
- Write the names of some animals.
- Write the names of some colors.
- Write the names of transportation.

- Are there any other words you can write?
- Are there any other small words you know, such as I, me, mom, to, the, and, in, do, go, no, my, etc.?

2. Continue until the child has written all the words s/he knows. Do not exceed twenty minutes.

Test administration

After estimating the suitable time for taking the writing test based on the results of the pilot study, the pre-test was administered to the group of the study in the normal classroom situation so that pupils' performance would be normal. It was administered on the 29th of September 2010, that is, that is six days prior to the experiment. Time allotted for the test was sixty minutes. The post-test was administered four days after the experiment ended on the 27th of December 2010. Posttest conditions were relatively the same as those of the pre-test in terms of the place and time.

5.7. Writing Analytical Scoring Rubric

The writing analytical scoring rubric was constructed in the light of reviewing literature and the previous studies such as: Lock (2008), McClosky & et al. (2003), Gregory (2000), Fiderer (1998), Arter & McTighe. (2001), and Hsiao (2002).

Purpose of the Rubric

The writing analytical scoring rubric was designed to assess pupils performance in the pre-post writing test. It was used in the pre-test to assess pupils' level before the experimentation. As a post test, it was used to investigate the effectiveness of the program in developing writing skills.

Description of the Rubric

Analytic scoring rubric comprised five components; each was divided with score points ranging from zero to four to assess pupils' written responses. The components are as follows:

- ☑ Style
- ☑ Organization and form
- ☑ Ideas and content
- ☑ Conventions

Validity of the Rubric

The writing analytical scoring rubric was submitted to a panel of jury for validating its preliminary version. They approved the rubric and suggested modifying the wording of some descriptors in order to maintain consistency. Their suggestions and modifications were consisted in the final version of the writing analytical scoring rubric (see appendix (B), PP. 415).

5.8. A Self- Assessment Writing Checklist

This checklist was constructed in the light of reviewing literature that focused on assessing writing skills such as: Verbruggen, & Lenski (2010), Enz & Morrow (2009), McAndrews (2008), Johnson (2004), and Fiderer(1998).

Purpose of the checklist

This checklist was designed to help young writers become self-reliant and evaluate their writing when teachers are not around. Pupils used this checklist to assess and revise their writing. They used it as guides to determine what they need to do as they write. Therefore, the pupils would take into consideration the checklist items while they were writing. Time after time the pupils would internalize the checklist items and achieved automatically in their writings.

Description of the Checklist

The checklist comprised eight items. The first items required pupils to check off the face that shows how they feel towards what they wrote. The items from two to eight required pupils to check off item that is achieved in their writing. Pupils also gave themselves one point for each item that is

checked off. At the end of the checklist pupils accumulated how many points they got (See Appendix (B), pp. 420).

Validity of the Checklist

The checklist was submitted to a panel of jury for validating its preliminary version. They approved the checklist and suggested modifying the wording of some descriptors in order to maintain consistency. Their suggestions and modifications were considered in the final version of the self-assessment checklist.

Administration of the checklist

After writing in their journal, the pupils used the self-assessment checklist to assess and revise their writing.

5.9. A writing Strategies and Concepts Checklist

This checklist was constructed in the light of reviewing literature that focused on teaching writing such as: Vukelich (2004), Richgels (2003), Peterson (2003), Rymer (2000), Pinnell (2001), Brotherton 2002), McCarrier (1999), Browne (1999), and Hufnagel (2003).

Purpose of the Checklist

This checklist was designed to determine whether pupils transfer the writing strategies and concepts they learned during their computer edutainment program to their independent writing.

Description of the Checklist

The checklist comprised fifteen writing strategies and concepts. It was recorded for each pupil monthly. The teacher checked off the writing strategies and concepts that were used in their writing (see appendix (B), p. 423).

Validity of the Checklist

The checklist was submitted to a panel of jury for validating its preliminary version. They approved it and suggested modifying the wording

of some descriptors in order to maintain consistency. Their suggestions were taken into consideration in the final version of the checklist.

Administration of the Checklist

The writing strategies checklist was recorded for each child monthly. Observations, field notes, and pupils' writing samples were used to complete the checklist.

5.10. Reflection Logs

Purpose of the Reflection Logs

The Reflection logs were used to get pupils reflect on their learning experiences after they finished the edutainment program. The answers to these questions presented a better understanding of how the pupils think about and their perceptions of writing through edutainment.

Description of the Reflection logs

The checklist comprised eight questions as follows:

1. Of all the things you have done, what activities did you like the most: the computer activities or the pen and paper activities?
2. Of all the games you have played, what games did you like the most?
3. Of all the games you have played, what games did you like the least?
4. Did you like writing by keyboard or by pen? Why?
5. What do you think, the Computer edutainment was interesting or boring?
6. Did you learn from the Computer edutainment? What did you learn?

Administration of the reflection logs

After the completion of the edutainment program, pupils were asked to reflect on their learning experiences.

5.11. Writing Samples

The collected writing samples consisted of samples of pupils' writing products. These products were obtained from pupils' journal. They were collected through out the program and provided a visual representation of the writing development and stages that each child had made throughout the course of the year. The writing samples of the pupils were analyzed for the developmental stages in writing (See appendix (D), pp. 475).

5.12. Writing Development Record

Writing development record was constructed in the light of reviewing literature and the previous studies such as: Sulzby and Teale (1991) cited in McAndrews (2008), Fidere (1998), Gentry (2000) cited in Kaltenbach (2009), and Jacobs(1993).

Purpose of the Writing Development Record

Writing development record was designed to assess, document, observe, and record the form of writing the children were employing. The writing development record provided another way to look at the progress children had made in their writing over the course of the first term of the year.

Description of the Writing Development Record

Writing development record (See Appendix (B), p. 440) comprised ten stages or forms of writing. The writing forms are Scribble, Random letters or symbols, Drawing, String of letters, Coping a print, Use of beginning sounds of words, Consonants represent words, Invented spelling, Transitional spelling, and Conventional spelling.

Validity of the Writing Development Record

The Writing development record was submitted to a panel of jury for validating its preliminary version. Their suggestions and modifications were considered in the final version of the Writing development record.

5.13. The Computer Edutainment Program

The edutainment program introduced enrichment-writing activities to develop the writing skills of 2nd primary grade. It depended on the use of scaffolds that helped learners within their zone of proximal development to move from the current level, which is dependent learning to the next level, which the learners can function independently. Briefly, edutainment scaffolded learners to move in their learning knowledge from the interpersonal stage to the intrapersonal stage (internalization). Therefore, all the skills, strategies, and concepts that the learners have learned can be internalized and applied to new learning situations (independent writing).

Edutainment allowed learners not only learn to write but also write to learn. This means that edutainment scaffolds learners to move from learning to write (that focuses on the surface, e.g. spelling, punctuation, word or sentence level writing) to write to learn (that focuses on much freer or even creative writing where there is a greater focus on meaning and personal expression, and the use of strategies and concepts they have learned). Edutainment enabled learners to manage writing not only as a product but also as a process where learners can plan, organize, and revise their writing. The following is a description of the steps the researcher went on to design the current program based on computer edutainment.

General Objectives of the Program

The program was utilized to:

1. Develop pupils' writing skills.
2. Scaffold pupils to acquire strategies and techniques for developing their writing skills.
3. Scaffold pupils to internalize and use autonomously the strategies and concepts they have learned in their writing.

4. Train pupils in self- assessment so that they become able to assess their own performance at any point in the future and thus, modify their practice according to the received feedback..
5. Create a language laboratory in which pupils:
 a. Write simple sentences to convey ideas.
 b. Use familiar words in a appropriate written context.
 c. Participate in group work activities such as interactive writing and guided writing.
 d. Generate ideas for writing through talking, sharing, , using drawing , and invented spelling or conventional text.
 e. Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
 f. Use drawing, invented spelling or conventional text to create writing drafts.
 g. Revise a draft by rereading for meaning
 h. Use a checklist for assessing writing.

Designing the program went through the following procedures

1. Reviewing the literature related to writing skills and computer edutainment was conducted to determine the appropriate skills for primary 2nd graders.
2. Consulting EFL experts to identify the writing skills appropriate for 2nd primary graders
3. Stating the general and behavioral objectives of the computer edutainment program.
4. Evaluating the list of objectives by a jury as for: the linguistic stating, relatedness of the behavioral objectives to the general ones of the program and suitability for the participants involved in the study (for the list of jury members, see Appendix. (E), PP. 506).

5. Building up the program including the general and behavioral objectives, content areas, teaching and learning activities, methods of presentation, techniques, educational resources and evaluation tools (See Appendix (A), PP. 197)
6. Building up the whole program: teacher's guide and C.D.
7. Evaluating the whole program by the same jury members of TEFL for its content and general form to approve its validity and suitability for the participants and the objectives of the study.
8. Constructing the computer edutainment program
9. Judginging the computer edutainment program by a jury members of technology specialists to approve its validity and suitability for the participants and the objectives of the program using the computer edutainment evaluation sheet (for the computer edutainment evaluation sheet, see appendix (B), pp. 436).

The Computer Edutainment Program Description

1. The program consisted of four units.
2. Each unit begins with general and specific objectives.
3. The behavioral objectives and the content of each lesson are presented in the teacher's guide.
4. The teacher's guidebook includes the general objectives of each unit, behavioral objectives of each session, the content of the session, activities, and evaluation activities.
5. Method of presentations, training techniques, the role of the teacher, guidelines for the teacher, and types of activities included are demonstrated in the overview and introduction of the program.
6. Formative evaluation comes at the end of each lesson to provide continuous feedback.

Program validity

The program was given to EFL specialists and technology specialists who approved it and suggested some modifications (See criteria for judging the program validity, appendix (B), PP, 436). Their suggestions were considered in the final version.

6- Piloting the Program

Piloting the program was conducted two weeks before the actual experimentation of the computer edutainment program to determine the validity and reliability of the tools used in the present study. The researcher randomly chose a sample of primary second year at Bani Ahmed primary school, Minia, for piloting the writing tests. Face validity for all the tools was determined by consulting a panel of experts, while the internal validity was decided by using internal consistency. The reliability of all the tools, on the other hand, was determined by the test-retest method. Piloting the tools revealed that all the tools were valid and reliable for the actual experimentation.

7- The Treatment

In the suggested computer edutainment program, the pupils were given ample opportunities to develop their writing skills. The purpose of the study is two fold: to develop pupils' writing skills and to scaffold pupils internalize the writing strategies and concepts they have learned and transfer them to their independent writing. The computer edutainment program was passed by six phases. They were as follows:

Phase 1: presentation

At this phase the teacher provided a brief presentation of the new words that pupils would be exposed to while using the computer edutainment lesson.

The teacher used varied resources such as flash cards, real objects, word cards, word wall, and colored chalk.

Phase 2: Interactive Writing

Prior to accessing the computer edutainment program, the researcher began to model writing before pupils. Then, the reseacher invited pupils to share him writing one or two simple sentences. During this strategy the pupils learned about letters, sounds, words, and sentences. The teacher might write some letters or words, but the bulk was writing by pupils. He draw boxes in which pupils could write to help them develop the concept of word and sentences (a sentence consists of words and a word consists of letters).

Phase 3: Guided writing (accessing the computer Edutainment program)

Pupils access the computer edutainment program through writing their names to be known for the program. Pupils take turns in playing and the teacher guided them in their writing by providing feedback or conferencing with individual pupils. During this phase the teacher guided pupils in many things such as using: directionality (write from left to right and using the suitable keyboard buttons for writing English letters), return sweep (where to go after the end of the line), using punctuation, capitalization, the phonemic segmentation of some words to facilitate writing, and re-reading constantly what they write. The computer program immediately provides pupils with the suitable feedback after each response.

Phase 4: Roving conference

The purpose of roving conference was to motivate and to check progress. At the beginning and during pupils' access to computer edutainment, the teacher walked around pupils to check, assist pupils, look at what pupils had done so far, keep track of children having problems, and motivate pupils.

Phase 4: Independent Writing (Journal Writing) and teacher's assessment

After finishing the computer edutainment program, the teacher asked pupils to open their journal and be ready to write about a specific topic. First, the teacher discussed the topic with the whole class, had pupils think and share ideas with their peers, encourage them to draw paint, and write about the assigned topic. The teacher motivated pupils to use the writing strategies and concepts they were taught during their practicing of computer edutainment in their independent writing.

While pupils were writing in their journal, the teacher observed and assessed pupils' applying the strategies and concepts when writing independently. The teacher used the writing strategies and concepts checklist to assess pupils' writing progress. The progress is measured according to two levels of performance: (a) what the pupil was able to accomplish in the zone of proximal development with assistance (teacher assistance, peer assistance, use of resources), and (b) what the pupil is able to accomplish in the zone of actual development without assistance. According to Vygotsky (1978), what the child is able to do today with assistance, he or she would accomplish independently tomorrow.

Independent writing gives children personal opportunities to apply recently demonstrated techniques, concepts, and strategies. The teacher had a chance to observe how the pupils use their skills, concepts, and strategies on their own.

Phase 5: Self Assessment

After finishing journal writing, each pupil was given a self assessment checklist. In the first sessions, the self assessment checklist was administered under the guidance of the teacher until they were accustomed to use it independently. The teacher illustrated for pupils that they were going to take

the role of the teacher and assess their writing by themselves. He read all the checklist items for pupils and asked them to check off and give themselves one point for each item that was achieved in their writing.

Phase 6: Whole- Class Conference

A conference was held at the end of the session to discuss the writing performance of all the pupils and reveal points of strength and points of weakness so that they might in the future. The teacher conferred with each pupil to see to what extent the items of the self assessment checklist were achieved in his writing. The teacher took the pupil's checklist and let the pupil read his writing before the class. Then, the teacher responded to what the pupil wrote and what he checked off in his self assessment checklist. The teacher's role here was to extract points of weakness in the pupil's writing, write them on the keyboard, and ask them to comment concerning the use of capitalization, punctuation, space….etc. To sum up, the steps followed in the conference were as follows:

1. **Opening:** The pupil read his or her draft. The teacher listened or read along as the pupil read.
2. **Discussion:** The teacher talked about and wrote on the board the points of weakness in the pupil's writing. Then, asked questions that prompt the other pupils to share in the process of assessing their peer. These questions pertain to the use of capitalization, capitalization, leaving spaces, directionality, and sweep return.
3. **Closing:** the teacher helped the pupil focus attention on the things to do to improve his writing. This helped the pupil realize quick success.

Conclusion

In this chapter described and discussed the methods used to investigate the questions of the study. The design of the study was based on research methodology appropriate for collecting and analyzing quantitative and

qualitative data. Various forms of data were collected and analyzed. The data for the study were gathered through using questionnaires, surveys, checklists, tests, and samples. The data analysis, results, and discussion will be presented in chapter 4.

Chapter IV

Findings and Discussion

CHAPTER IV
Findings and Discussion

The data collected throughout the study will be presented in this chapter, and findings will be discussed. Conclusions will also be drawn, then recommendations and suggestions for further research will be highlighted.

The "t-test" and Eta- Squared formula were used to analyze the data collected after administrating the instruments of the study. The experiment was conducted and the data were calculated using the SPSS software, version 10. In addition, qualitative data analysis is provided in this chapter.

Findings

Quantitative Data

1. Results of the Enrichment Writing Activities Needs Assessment Survey (EWANA)

Analysis of the collected data using descriptive analysis showed that the mean scores obtained from the survey is (4.25) which shows the agreement of teachers on supplementing enrichment writing activities for developing 2nd primary graders' writing skills. During data analysis, individual items were examined to determine what specific attributes primary teachers believed to be important in enrichment writing activities. Table 6 below presents a summary of the descriptive analysis of the data obtained from each item on the EWANA survey.

The overall need for enrichment writing activities was established through the mean score and the standard deviation on the EWANA survey. Data analysis on forty surveys revealed a score of mean $\mu = 4.25$ and standard of deviation $\sigma = .824$, while the median revealed a score of 4.0 with exception of one at Mdn= 5.0 and mode had a number of 4.0 with exception of two at

Mod= 5.0 of 4.0. The minimum score indicated on the EWANA survey ranged from 1.0 to 3.0 while 5.0 was the maximum score.

Table (6): Minimum, Maximum, Mean, and Standard Deviation of the Scores of each Item Obtained by the Participants on the EWANA Survey

	N	Minimum	Maximum	Mean	Std. Deviation
QESTION1	40	1.00	5.00	4.4250	.7808
QESTION2	40	1.00	5.00	4.1500	.9213
QESTION3	40	2.00	5.00	4.3250	.6938
QESTION4	40	3.00	5.00	4.3000	.7232
QESTION5	40	1.00	5.00	4.0750	1.0225
QESTION6	40	2.00	5.00	3.9750	.8912
QESTION7	40	2.00	5.00	4.1250	.7574
QESTION8	40	1.00	5.00	3.8500	1.1668
QESTION9	40	1.00	5.00	3.9250	1.1633
QESTIO10	40	2.00	5.00	4.3000	.7232
QESTIO11	40	2.00	5.00	4.1500	.7696
QWSTIO12	40	3.00	5.00	4.2750	.6400
Valid N (listwise)	40				

The data presented in Table (7) show the descriptive statistics for the whole EWANA Survey. Figure (8) also shows that all the primary teachers' responses come near point "4 agree" and point "5 strongly agree" in the EWANA Survey.

Table (7): Descriptive Statistics for the EWANA Survey as a whole Minimum, Maximum, Mean, Mode, Median, and Standard of Deviation

	EWANA Total
N	**40**
Minimum	**From 1.0 to 3.0**
Maximum	**5.0**
Mean	**4.25**
Median	**4.0**
Mode	**4.0**
Standard deviation	**.824**
N Valid	**40**
Missing	**0**

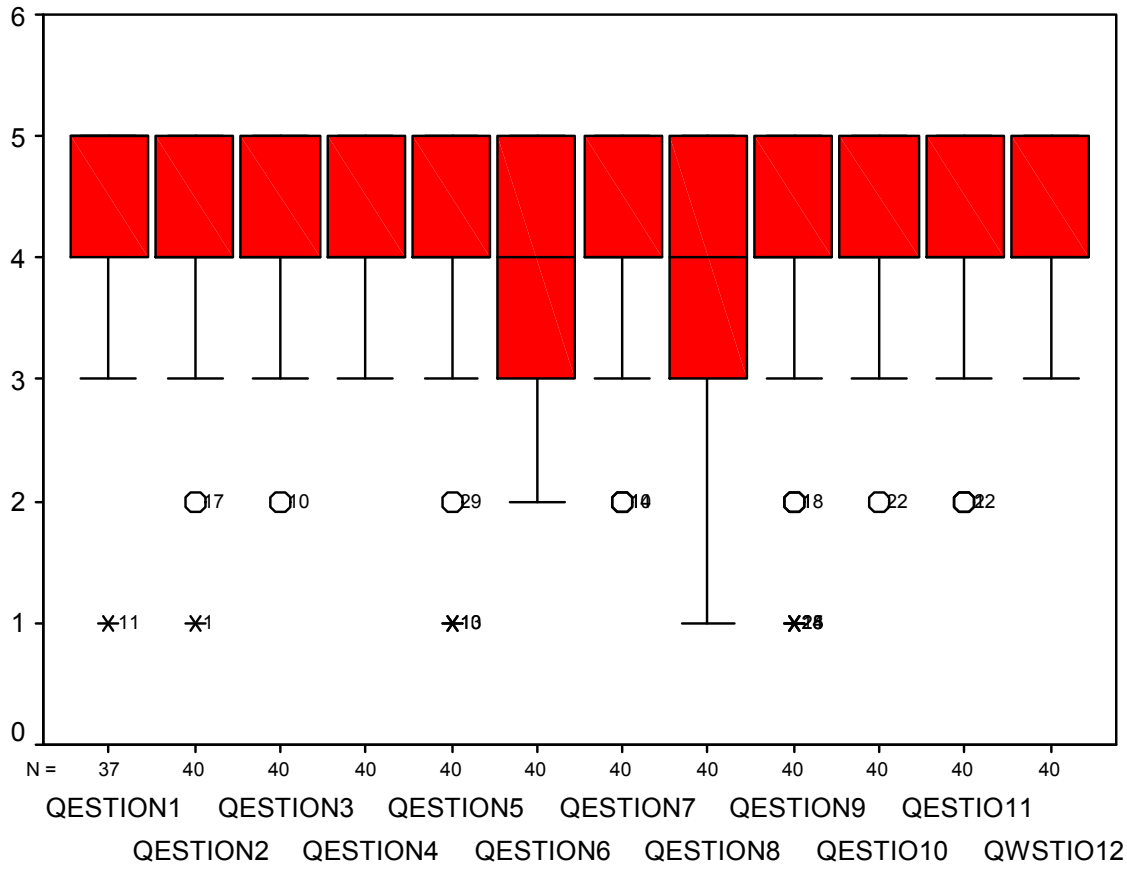


Figure (8): primary teachers' responses on the EWANA Survey

In addition, the mean and standard deviations were derived for each of the four research constructs to determine what specific attributes primary teachers believed to be important in enrichment writing activities. Forty teachers answered all the 12 items on the EWANA survey totaling 480 items. Six items on each of the forty surveys pertained to the "overall resource" construction totaling 240 items. Two items on each of the forty surveys pertained to addressing "individual student needs or differentiation" totaling 80 items. Two items on each of the forty surveys pertained to addressing "student learning or scaffolding" totaling 80 items, and two items on each of the forty surveys pertained to "providing multiple opportunities for learning or repetition" totaling 80 items. For the 240 items pertaining to the "overall resource" construction, a score of $\mu = 4.233$ and $\sigma = .807$ was established. Eighty items pertaining to addressing "individual student needs through

differentiation" provided a score of μ = 4.225 and σ = .727. The eighty items that addressed using "scaffolding to promote student learning" provided a score of μ = 4.502 and σ = .872. For the eighty items pertaining to "providing multiple opportunities for learning through repetition", a score of μ = 4.050 and σ = .89 was established. The data are presented in Table 8.

Table (8): The Four Research Constructs of the EWANA Survey

Construct	N	Population Mean	Population Standard Deviation
Over all resource Construction	240	4.233	.807
Individual Student Needs/Differentiation	80	4.225	.727
Student Learning/ Scaffolding	80	4.502	.872
Multiple Opportunities for Learning/Repetition	80	4.050	.891

2. Results of the Pr-Post Electronic Writing Test

Hypothesis 1:

Hypothesis (1) predicted that there would be a statistically significant difference between mean scores obtained by the participants in the pre-test and those of post-test of the writing skills on the electronic writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (26.788) was significant at 0.01 level. Thus, the first hypothesis is accepted. Table 9 below presents a summary of the data analysis obtained from the comparison of the participants on the pre-test and post-test on the electronic writing test.

Table (9): T-test results of the Electronic Writing Test

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	3.30	1.822	29	26.788	0.96
Post test	30	53.30	11.094			

***** Significant at 0.01 level

As a complementary procedure to ensure that the effect of the proposed program on enhancing pupils' writing skills, the effect size of the program was tested by using the Eta-Squared formula (η2). As shown in table (9), the effect size (Eta- squared) value (0.96) of the proposed program is highly effective. Cohen (1988), cited in Nassar (2006), asserted that when Eta-squared value (η2) is less than 0.1 it means that the significance is weak, when (η2) is more than 0.1 and less than 0.6 means that the significance is medium, and when (η2) is more than 0.6, it means that the significance is high. Thus, the proposed program is considered high in developing the 2nd graders' writing skills.

3. Results of Pre-post pencil and paper Writing Test

Hypothesis 2:

Hypothesis (2) predicted that there would be a statistically significant difference between the mean scores obtained by the participants in the pre-test and those of the post-test of in the quality of writing skills on the paper and pencil writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (23.269) was significant at 0.01 level. Thus, the second hypothesis is accepted. Table 10 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test on the paper and pencil writing test.

Table (10): T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Pre-Test and Post-Test on the Paper and Pencil Writing Test

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	1.233	.568	29	23.269	0.94
Post test	30	26.666	6.059			

* Significant at 0.01

As a complementary procedure to ensure the effect of the proposed program in enhancing pupils' writing skills, the effect size of the program was tested by using the Eta-Squared formula (η2). As shown in Table (10), the effect size (Eta- squared) value (0.94) of the proposed program is highly effective. Therefore, it can be said that the proposed program had a large effect on developing the quality of 2nd graders' writing skills.

Hypothesis 3:

Hypothesis (3) predicted that there would be a statistically significant difference between the mean scores obtained by participants on the post-test and those of the pre-test in the area of ideas and content on the paper and pencil writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (24.82) was significant at 0.01 level. Thus, the third hypothesis is accepted. Table 11 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the area of ideas and content on the paper and pencil writing test.

Table (11): T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the Ideas and Content in the Pre-Test and Post-Test on the Paper and Pencil Writing Test

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	.000	.000	29	24.82	0.95
Post test	30	6.933	1.529			

* Significant at 0.01 level

As a complementary procedure to ensure the effect of the proposed program in enhancing pupils' writing in the area of ideas and content, the effect size of the program was tested by using the Eta-Squared formula (η2). As shown in Table (11), the effect size (Eta- squared) value (0.95) of the proposed program is highly effective. Thus, the computer edutainment program had a large effect on developing 2nd graders' writing skills in the area of ideas and content.

Hypothesis 4:

Hypothesis (4) predicted that there would be a statistically significant difference between the mean scores obtained by participants on the post-test and those of the pre-test in the area of style on the paper and pencil writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (20.90) was significant at 0.01 level. Thus, the fourth hypothesis is accepted. Table 12 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the in the area of style on the paper and pencil writing test.

Table (12): T-Test value and Significance of Difference between Mean Scores obtained by the Participants in the Area of Style in the Pre-Test and Post-Test on the Paper and Pencil Writing Test

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	.333	.4795	29	20.903	0.93
Post test	30	6.5667	1.6121			

*Significant at 0.01 level

As a complementary procedure to ensure the effect of the proposed program in enhancing pupils' writing in the area of style, the effect size of the program was tested by using the Eta-Squared formula (η2). As shown in Table (12), the effect size (Eta- squared) value (0.93) of the proposed program is considered highly effective. Thus, the Computer edutainment program had a large effect on developing 2nd graders' writing quality in the area of style.

Hypothesis 5:

Hypothesis (5) predicted that there would be a statistically significant difference between the mean scores of participants on the post-test and those of the pre-test in the area of organization and form on the paper and pencil writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (19.55) was significant at 0.01 level. Thus, the fifth hypothesis is accepted. Table 13 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the area of organization and form on the paper and pencil writing test.

Table (13): T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the Area of Organization and Form in the Pre-Test and Post-Test on the Paper and Pencil Writing Test

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	0.3667	.4901	29	19.55	0.92
Post test	30	6.6667	1.604			

*Significant at 0.01

As a complementary procedure to ensure the effect of the proposed program in enhancing pupils' writing in the area of organization and form, the effect size of the program was tested by using the Eta-Squared formula (η2). As shown in Table (13), the effect size (Eta- squared) value (0.92) of the proposed program is highly effective. Thus, the Computer edutainment program had a large effect on developing 2nd graders' writing quality in the area of organization and form.

Hypothesis 6:

Hypothesis (6) predicted that there would be a statistically significant difference between the mean scores obtained by participants on the post-test and those of the pre-test in the area of convention of print on the paper and pencil writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (21.94) was significant at 0.01 level. Thus, the sixth hypothesis is accepted. Table 14 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the area of convention of print on the paper and pencil writing test.

Table (14): T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the area of convention in the pre-test and post-test on the Paper and Pencil Writing Test

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	.4333	.5040	29	21.94	0.94
Post test	30	6.233	1.501			

*Significant at 0.01 level

As a complementary procedure to ensure the effect of the proposed program in enhancing pupils' writing in the area of ideas and content, the effect size of the program was tested by using the Eta-Squared formula (η2). As shown in Table (14), the effect size (Eta- squared) value (0.94) of the proposed program is highly effective. Thus, the Computer edutainment program is considered highly effective in developing 2nd graders' writing quality in the area of convention of print.

4. Results of the Vocabulary Test

Hypothesis 7

Hypothesis (7) predicted that there would be a statistically significant difference between the mean scores of participants on the post-test and those of the pre-test in the quantity of vocabulary in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (13.60) was significant at 0.01 level. Thus, the seventh hypothesis is accepted. Table 15 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test on the vocabulary test.

Table (15): T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the Pre-Test and Post-Test on the VocabularyTest

Group	No.	Means	St. Deviation	D. f.	t. value	(η2) Eta-squared
Pre test	30	.9333	1.7207	29	13.601	0.86
Post test	30	37.000	14.8030			

*significant at 0.01 level

The previous table shows that the estimated t- value (13.60) was statistically significant at 0.01 level. Thus, it can be said that there was a statistically significant difference between the pupils' scores on the pre-test and post-test in the quantity of vocabulary in favor of the post-test. Moreover, in order to make sure that the results obtained from the t-test were reliable and to measure the effectiveness of the proposed program on increasing pupils' vocabulary, its effect size on pupils' writing skills was calculated according to the Eta- squared formula.

As shown in table (15), the effect size (Eta- squared) value of the proposed program on increasing the study group pupils' vocabulary was (0.86). Therefore, it can be said that the proposed program had a large effect on increasing pupils' vocabulary on the post-test as compared to that of the pre-test before the intervention.

Qualitative Data

5. Results of the Technology Survey

The technology survey, which the researcher administered on pupils, was analyzed to explain the pupils' background with technology and edutainment. Thirty pupils took the technology survey. Twenty-seven pupils stated that they did not have computer at their home and therefore they did not know how to deal with it. Out of the thirty pupils, three pupils stated that they have computers at home and they play games but not educational. They also stated that they learn how to play games like cars games and bikes games. All

the thirty pupils stated that they do not use computer at school and they did not have an idea about computer edutainment.

6. Results of the Writing Samples

As for the writing samples, all pupils showed individual progress in their writing. At the beginning of October 2010, all pupils were in the emergent writing stage (where pupils wrote random letters and symbols,). Then, all pupils moved from the primary stage (emergent stage) of writing to developing stage and finally to the exceptional or capable stage. Exceptional writing for pupils consists of well-developed sentences accompanied with multiple ideas. Results from this assessment suggest improvements in the pupils' writing performance. Thus, suggesting that the computer edutainment has had a positive and desirable outcome with the 2nd primary graders (See Appendix (D), pp. 475).

7. Results of the Self -Assessment Checklist

The computer edutainment program enhanced pupils' self-assessment to revise and assess their writing. Investigating the impact of self-assessment, researchers asserted that when learners reflect on their strengths and deficiencies, they could make their own discoveries and identify what they need to work on and consequently, they develop their writing skills.

In the first administration of the checklist, pupils' realization of the checklist items were low. They were only checking off two or three items that were achieved in their writing. Step by step, they gradually realized all the checklist items and used them in their writing. At the end of the program, all pupils internalized the checklist items. Therefore, when they used it to assess their writing, they checked off all the items. This means that they achieved all the items in their writing. Hence, pupils' self-assessment at the end of the program was higher than their self-assessment at the beginning of the

program. In addition, The pupils internalized the checklist items and this was evident in their exceptional writing stage (See Appendix (D), pp. 475).

8. Results of the Writing Strategies Checklist

The children did use a number of strategies and concepts in their writing. The researcher designed a checklist for each pupil, then checked off the strategies and concepts she had observed as the pupil was writing. Observation, field notes, conferences, and pupils' writing samples were used to complete the checklist for each pupil every month and to gain further insight into the strategies they used. A table was created for each pupil to show which strategies s/he had used each month (See Appendix (C), pp. 443). The data from the checklist were then compiled for each pupil to form an overall picture of the strategies and concepts each used over the course of the study. Table 16 was created as a cumulative table to show a composite of the strategies used by the class over the course of three months. The composite showed that the pupils' use of the assistance from peers and teacher decreased over the time of the course as did their strategy of using resources to write words beginning with twenty-eight pupils in October and ending with nine pupils in December. In the last month of the program, most of the pupils were able to write on their own using the writing strategies ands concepts they learned.

Table (16): (composite writing strategies checklist data)

		Months		
		Oct.	Nov.	Dec.
	Total Number of Pupils	30	30	30
1	Use of repetition (repetition of sentence portion)	28	27	25
2	Use of resources to write words(word wall, computer software)	28	18	9
3	Use of phonemic segmentation	18	25	28

Continue table (16)				
4	Use of re-reading for meaning	19	24	24
5	Use of "chunk" strategy	14	21	23
6	Manipulate initial phoneme to change words	12	21	25
7	Assistance from interaction with peers	26	15	6
8	Assistance from interaction with teacher	27	13	4
9	Use of related activities (drawing)	29	30	30
10	Use sound/symbol correspondence	12	22	27
11	Use of pacing	10	23	28
12	Use of capitalization and punctuation	11	20	26
13	Use of directionality (writing from left to right)	18	24	30
14	Use of return sweep (Where to go after the end of the line)	17	23	30
15	Use of analogy strategy	12	20	25

9. Results of the Writing Development Record

A form of writing development record was made for each pupil (See Appendix (C), pp. 459) to assess the development of writing throughout the program. Results of the writing development record (See table 17) came as follows: At the beginning of October 2010, twenty-two pupils were writing in the form of Random letters or symbols, twenty-nine pupils drew pictures along with the random letters, and eight pupils' writings were in the form of string of letters. At the end of November 2010, eighteen pupils copied words from surrounded print (such as word wall, computer….etc.), five pupils were in the invented spelling stage, fourteen pupils were in the transitional stage of writing, and ten pupils were in the conventional stage of writing. At the end of December, five pupils were copying words from surrounded print, three pupils were in the transitional stage of writing, and twenty-seven pupils reached the conventional stage of writing.

Table (17): (composite of writing development record data)

		Months		
		Oct.	Nov.	Dec.
	Total Number of Pupils	**30**	**30**	**30**
1	Scribble…….	0	0	0
2	Random letters or symbols…….	22	0	0
3	Drawing……	29	0	0
4	String of letters……..	8	0	0
5	Coping a print……	0	18	5
6	Use of beginning sounds of words……	0	0	0
7	Consonants represent words……	0	0	0
8	Invented spelling…….	0	5	0
9	Transitional spelling……	0	14	3
10	Conventional spelling…….	0	10	27

10. Results of the Reflection Logs

The pupils of the study group were asked to reflect on their learning experiences after the completion of the Computer edutainment program. Pupils' responses for each question were as follows:

Question: Of all the things you have done, what activities did you like most: the computer activities or the pen and paper activities?

Overall, all the pupils mentioned that they liked the computer activities (edutainment) more than pen and paper activities.

Question: Of all the games you have played, what games did you like most?

Most of the pupils mentioned that they liked all the games. Some pupils mentioned the names of the games that admired them such as the weather game, the family jigsaw, the transport jigsaw, mother card, birthday card, action game, and shopping game. Here are some typical student reflections about what they liked most:

" أنا حبيت كل الألعاب بس أكتر لعبة حبتها لعبة الطقس اللى فيها بنخلى الجو مطرة او تلج أو حر وبنلبس فيها الولد بلبس البرد أو الحر حسب الجو"

" أكتر لعبة عجبتنى لعبة الطقس ولعبة الولد والكلب اللى فيها بشوف مكان الكلب فين هل هو in ولا on ولا under"

" كل الألعاب حبتها بس أكتر لعبة حبتها لعبة العربيات اللى فيها بكون صورة العربية والدراجة وكمان لعبة تكوين صور العائلة"

" أكتر لعبة حبتها لعبة كرت عيد الأم اللى فيها بنزين الكرت بالأشكال وكمان لعبة كرت عيد الميلاد"

"أكتر لعبة حبتها لعبة التسوق اللى فيها بسحب الطلبات واضعها فى السلة"

"أكتر لعبة حبتها لعبة الأعداد اللى فيها بنعد ونكتب الرقم"

Question: Of all the games you have played, what games did you like least?
Most of the pupils mentioned that they liked all the games.

Question: Did you like writing by keyboard or by pen? Why?

Overall, all the pupils mentioned that they liked using keyboard in writing better than using pen because it contains all the letters and numbers and helps them write quickly. They also mentioned that the keyboard contains the button of "backspace" which erases their errors on behalf of using the rubber. Here are some typical student reflections about what they liked, the writing by keyboard or by pen

" أنا حبيت الكتابة بلوحة المفاتيح لأن فيها كل حاجة فيها الأرقام و الأعداد لكن لما اكتب بيدى ايدى بتوجعنى".

" أنا حبيت الكتابة بلوحة المفاتيح لأن فيها كل حاجة فيها الأرقام و الأعداد وبكتب بسرعة وفيها زرار المسح"back space".

" أنا حبيت الكتابة بلوحة المفاتيح لأن فيه كل الحروف مكتوبة عليها فممكن الواحد يفتكر الحروف ويكتب".

Question: What do you think, the computer edutainment was interesting or boring?

Overall, all the pupils mentioned that the computer edutainment was more interesting.

Question: Did you learn from the computer edutainment? What did you learn?

All the pupils mentioned that they learned from computer edutainment. They mentioned that they learned to write and read. Here are some typical student reflections about what they learned:

" أيوه تعلمت من ألعاب الكمبيوتر أتعلمت الكتابة والقراءة".

" أتعلمت أن أكتب و أقرأ و اتعلمت الحروف والأرقام".

"أتعلمت الكتابة واتعلمت الكمبيوتر والقراءة ".

Discussion

The present study attempted to investigate the effect of using computer edutainment program on developing 2nd primary graders' writing skills. The results of the study will be discussed in detail in the following points:

1. The Enrichment Writing Activities Needs Assessment Survey (EWANA)

Forty primary teachers (N = 40) were surveyed. The overall total survey was examined to determine if there was a need for enrichment writing activities containing certain attributes to develop 2nd graders' writing skills. Findings indicated that primary teachers needed such activities. This finding is confirmed with an overall mean score of $\mu = 4.25$ and standard deviation $\sigma = .824$ on the EWANA survey. The overall mean score exceeded the cut off score of $\mu = 3.5$ established before the survey was given. Median and mode scores of 4.0 provided further evidence to support the need for enrichment writing activities. Subtotals from the four research constructs of the EWANA survey were also studied. Findings indicated that primary teachers identified

opportunities to scaffold student learning as a top priority when teaching writing skills. The teachers' responses pertaining to this construct produced a mean score of $\mu = 4.50$ and standard deviation $\sigma = .872$ and was the highest-ranking construct of the EWANA survey. The second highest-ranking construct of the EWANA survey pertained to the overall resource construction. The teachers' responses pertaining to this construct produced a score of $\mu = 4.233$ and $\sigma = .807$. The third highest-ranking construct of the EWANA survey pertained to the use of differentiation to address individual student needs. Scores from the teachers' responses produced a score of $\mu = 4.225$ and $\sigma = .727$. The lowest-ranking construct involved multiple opportunities for learning through repetition. Although it had the lowest score, it still produced a score of $\mu = 4.05$ and $\sigma = .891$.

2.Technology survey

Results obtained from the technology survey revealed that twenty-seven pupils stated that they did not have computer at their home and therefore they did not know how to deal with it. Of the thirty pupils, three pupils stated that they had computers at home and they played games but not educational. All the thirty pupils stated that they did not use computer at school and they did not have an idea about computer games.

3. The Pr-Post Electronic Writing Test

Results obtained from the posttests of the writing skills revealed that there are significant differences favoring the study group in the posttest. The degree of improvement reflected pupils' abilities to acquire and use the intended writing skills. Thus, the first hypothesis was confirmed. This coincide with the results reached by (Chuang& Chen, (2009), Feng (2009) , Christiansen (2009), Karnati (2008), Lansiquot (2008), Jaramillo (2007),

Dogan (2007), Kulla-Abbott (2006), Warren (2006), Baylen, Lansiquot (2008) (2001), Fan (1996), Waldman (1995) and Jurenovich (1994).

4.The Pre-post paper and pencil Writing Test

At the beginning of the year, the results of the pre-test indicated that pupils were in the emerging stage of writing in which children convey message using a drawing and some random letters to convey message (Fiderer, 1998) (See Appendix (D), pp. 475). At the end of the program, they moved to the conventional stage of writing. This became evident in the results of the post-test administration of the measures of writing quality which indicated that there was a statistically significant difference between the pre-test and post-test in favor in the post test in the four quality areas: (1) content and ideas, (2) style, (3) the organization and form and (4) conventions of print. Thus, the second, third, fourth, fifth and six hypotheses were confirmed. This coincide with the results reached by Warren (2006), Wagner (2008), Feng (2009), , Dogan (2007), Lorber (2004), Honeycutt (2005), Lin (2009), Kulla-Abbott (2006), Conard (2002), Abramson (2002), Dogan (2007), Briggs-Cummings (2001), O'Brien (1999), Lansiquot (2008) and Donovan (1998).

5. Vocabulary Test

Results obtained from the posttest of the vocabulary test revealed that there are significant differences favoring the study group in the posttest. The degree of improvement reflected pupils' abilities to acquire a great deal of vocabulary. Thus, the seventh hypothesis is confirmed. This coincide with the results reached by Shaw (2009), Warren (2006), Yip& Kwan (2006), Chen, Zhaohui (2006), Kim (2006), Hernandez (2004), Abraham (2001), Feng (2009) Abraham (2001),Iheanacho (1997), Siribodhi (1995).

6. Artifacts (Writing Samples)

Every week, pupils were given ample opportunities to write independently in their journal. They were allowed to use the words implemented in the computer edutainment and strategies they have practiced to be good writers. Prior to creating writing samples, the pupils were encouraged to share personal experiences and the researcher prompted and brainstormed them to assist them with their writing.

Prior to discussing the results obtained from the work samples, the researcher will define three categories that will be used during this discussion: primary writing (emergent stage), personal writing (developing stage), and exceptional writing (conventional stage). Primary writing (emergent stage) consisted of samples that incorporated a drawing with random letters or symbols that do not convey meaning and others cannot read it. Personal writing (developing stage) consisted of samples that incorporated one or two simple repetitive sentences that convey meaning, can be read by others, use invented spelling, and sometimes using spaces to separate words. Exceptional writing (capable stage) consisted of samples that incorporated texts that convey a clear message, demonstrate conventions (in spelling, punctuation, capitalization), supply relevant details, and demonstrate coherently organized ideas. In this final stage, all the pupils internalized and transferred the writing strategies and concepts they have learned to their independent writing.

The researcher decided to analyze the writing samples on three key times of the first term of the academic year (October, November, and December 2010). Looking at these periodic writing samples would allow the researcher to examine the pupils' performance and any progress they have made within their writing. Writing is a very progressive performance; pupils need to move from the emergent stage to developing stage and finally to the exceptional or capable stage. Each pupil moves through these stages at their

own pace. The target is that all pupils can strive for the developing stage to the conventional stage or exceptional level of writing.

Primary Stage Writing Samples

All pupils' initial writing sample dated October 2010 showed random letters with mostly upper case letters and predominantly recorded consonants. Some pupils used a combination of upper and lower case letters. There was no meaningful message. At the end of the month, their last writing samples had progressed into the personal stage (developing stage) of writing **(**Appendix (D), PP. 475).

Personal Stage of Writing

The second stage of writing, the researcher examined, is considered the personal stage (developing stage) of writing. A great deal of pupils' writing samples dated November 2010 showed a detail picture drawn with one or two simple sentences. This time they wrote with assistance (scaffolds) such as using resources (words from word wall or from the computer edutainment), peer assistance, and teacher assistance. Some pupils used repetitive sentences and directionality to convey a message. Their messages can be read by others, and they sometimes used spaces to separate words. This was a fast improvement for pupils (Appendix (D), PP. 475).

Exceptional Stage of writing

Pupils' writing samples dated December 2010 showed a detailed picture drawn with more detailed accompanied and with multiple sentences and ideas to enhance their writing. This was a fast improvement for pupils. They were able to write these ideas without assistance from their peers or the teacher. They have a well-developed sentence. They incorporated proper punctuation and directionality. There was evidence of spaces between the words and they ended their sentences using a period (Appendix (D), PP. 475).

Finally, all the pupils showed individual progress in their writing. All of them moved from the primary stage (emergent stage) of writing to developing stage and finally to the exceptional or conventional stage. Exceptional writing for pupils consists of well-developed sentences accompanied with multiple ideas. The results from this assessment suggest improvements in the pupils' writing performance. Thus, suggesting that the computer edutainment has had a positive and desirable outcome with the 2nd primary graders. This coincide with the results reached by Warren (2006), Wagner (2008), Feng (2009), Dogan (2007), Lorber (2004).

7. Self- Assessment Checklist

The computer edutainment program enhanced pupils' self-assessment to revise and assess their writing. Investigating the impact of self-assessment, researchers asserted that when learners reflect on their strengths and deficiencies, they could make their own discoveries and identify what they need to work on and consequently they develop their writing skills.

At the beginning, some pupils did not know exactly how to use this checklist but with the teacher's guidance, they became skillful bit by bit in using this checklist. Time over time, pupils became aware of the checklist items and considered them while they were writing. The successful indicators of the self-assessment checklist appeared in pupils' writing samples of the exceptional (capable) stage of writing as categorized by the researcher (Appendix (D), PP. 475). The researcher recognized the success and effectiveness of the self-assessment checklist after analyzing pupils' writing samples. The researcher confirmed that the pupils internalized the checklist items and therefore achieved in their writing.

8. Reflection Logs

It was noticeable that computer edutainment satisfied the pupils. This was evident in the responses obtained from the reflection logs, which reported

high levels of involvement, motivation, interest, and confidence. This coincides with the results reached by Feng, (2009), Shaw (2009), Harris (2008), Mendez (2006); (Tuzun) 2004, Thomson and Dass (2000), Toth (2002), Honeycutt (2005) Dogan (2007) and Herselman (1999).

9. The Writing Strategies Checklist

Writing is more than a piece of written work that we are evaluating. It is the way children utilize strategies they have practiced during writing course. It is also their disposition towards writing- initiative, curiosity, risk taking, determination, and a willingness to learn from others.

At the end of data collection period, the researcher began a second wave of data analysis that focused on the pupils' use (transfer) of the strategies and concepts the researcher had taught. The researcher designed a checklist for each pupil then checked off the strategies and concepts he had observed as the pupil was writing. Each month the writing strategies checklist was completed for each child. Observations, field notes, and pupils' writing samples were used to complete the checklist. The data from the checklist were then compiled for each child to form an overall picture of the strategies each used over the course of the study. A composite picture of the strategies used by the pupils as a whole was also devised.

The data obtained from the checklist was information about the pupils' transfer of the strategies and concepts the researcher taught them during the program to their independent writing. The researcher observed pupils as they wrote in their journals and used the checklist to document overt evidence of the pupils using the concepts and strategies that the researcher had taught. Then, the researcher conferred with each of the pupils about their writing, seeking strategies information about covert strategies use (e.g., "How did you figure out the spelling of that word?"). The researcher checked off the strategies and concepts that became clear as to their strategy use, based on

how they described their work. At the end of the day, the researcher collected the journal entry samples and included them as data source.

At the end of each month, the researcher examined the pupils' journal writing samples and his field notes and documented whether the pupils:

- ✓ used the resources for writing,
- ✓ had assimilated what came through the computer edutainment into their repertoire and were able to use it in their independent writing without assistance, and
- ✓ used other strategies or concepts of writing as they wrote (e.g., return sweep, directionality, word chunks, manipulation of phonemes, phonemic segmentation).
- ✓ By using the wring strategies checklist, the researcher was also able to know how the writing strategies and concepts were used-independently or with support (i.e. using resources, peer support, teacher support). The researcher wanted to determine whether or not pupils used some support system to complete their endeavor or if they had assimilated these strategies into their independent writing habits.

The analysis of the data regarding transfer to the pupils' independent writing yielded these results:

- ✓ The writing strategies and concepts appeared to be within the zone of proximal development for the subject of the study. The information that the researcher presented was immediately useful for and supportive of their writing endeavor.
- ✓ These pupils typically began to use the concepts and strategies the researcher taught within the duration of instruction. They used the resources, peer assistance, and teacher assistance consistently throughout the program as a resource for their writing. Then these

strategies gradually decreased and they gradually internalized the other strategies and transferred them to their independent writing.

- ✓ The pupils' internalization of the writing concepts and strategies was fast.

These findings suggest that computer edutainment program can best support young pupils' writing development when the lessons are geared towards pupils' instructional level that is, when the information makes sense to them and is immediately useful for their writing. Vygotsky (1978) suggests that this kind of instruction reaches pupils in the zone of proximal development, allowing them to move steadily forward with the necessary support they need to be successful. In the end, it is clear that all pupils were able to use the knowledge gained in the use of computer edutainment program to support their independent writing. This coincides with the results reached by Chuang& Chen (2009), Feng (2009), Lin (2009), Wagner (2008), Heidelberg (2008), Harris (2008), Mendez (2006), Dogan (2007), and Kim (2006).

10. The Writing Development Record

Another measure of the children's growth as writers was done by rating the writing samples with the help of the Writing Development Record. The writing samples were reviewed and an individual form was completed for each child, recording the level of writing they were displaying every month. The children's individual data were then combined to form Table 17, a composite display of the writing development for the class.

This table is based on the writing the children did all the month long. By looking through the table month by month one can see the tremendous growth the children made in their writing from the beginning of the year to December. They began writing in the form of random letters, drawing, and string of letters until they reached the conventional stage of writing. Thus, the

results shown in table 17 confirmed the effectiveness of using computer edutainment in developing writing skills for 2nd primary graders.

Reflections on Pupils' Interaction

All the pupils' comments towards computer edutainment were positive. During pupils' use of computer edutainment, the researcher's observation revealed the following:

☑ **Increased motivation**

Computer edutainment helped pupils develop their interest and devote more attention to learn writing. This was clearly the case in specific observations. On each session, pupils would race to their computers as early as possible to begin their computer edutainment activities. Upon completion of their task, they would check other computer activities before beginning these activities.

☑ **Increased self confidence**

Moreover, it was not surprising that the pupils also experienced increased Confidence in their ability to use the new computer program. In turn, this increased self-confidence undoubtedly explained the spontaneously attitude that most of the pupils adopted toward computer edutainment activities and the perseverance that they showed in accomplishing the activities.

☑ **Developed self-assessment**

Computer edutainment helped pupils become self-reliant and evaluate their own writing. Self-assessment had the benefit of encouraging pupils to reflect on their work. Pupils were able to self-reflect on their writing. As they became self-reflectors, they were able to recognize the errors in their writing and set specific goals for future writing.

☑ **Increased vocabulary use**

All computer edutainment activities led to an increase in the quantity of vocabulary items. Pupils improved in recalling words and using these words. This was evident through their scores in the vocabulary test.

☑ **Developed writing skills**

All computer edutainment activities developed pupils' writing skills. They were able to write simple meaningful sentences and write about specific topics. They were able to use writing as a process in which they share their ideas, draft, and use a checklist to revise their writing.

☑ **Increased participation**

Pupils who had previously been passive at the beginning became more involved. Shy pupils also had the opportunity to benefit by such student centered and collaborative learning. There was greater interaction among pupils.

Implications

These high gains obtained by the participants of the study group on post measures could be attributed to the use of the computer edutainment program that is mainly based on the idea of scaffolds to develop pupils writing skills.

Among the variables that may have accounted for a positive effect of the computer edutainment program are:

1. Theoretical Implications

This study was cast within the framework of Vygotsky's theory of learning and development. First and foremost, Vygotsky proposed the notion of scaffolding and learning process. Data from this study provided evidence that the scaffolding and the computer edutainment helped pupils move from assisted learning to independent performance. There were a variety of other

factors that may also have influenced the outcome of the study. Within the computer lab, the pupils experienced interactions with each other, interactions with the teacher, and interactions with the computer edutainment program. The outcomes of the research further support Vygotsky's theory that learning and development take place within the cultural context in which one functions.

This study has supported the findings of others who have researched edutainment and literacy. These studies show how children share strength (vygotsky, 1978 cited in Schmuck, 2009), as well as the positive outcomes of pupils working together (Johnson &Johnson, 1975, 1987, 1994) cited in Schmuck (2009). The computer edutainment program helped the reseacher to closely observe, analyze, change, and reflect on my program. This study found various types of interaction and involvement. Mixed-ability grouping suggests that teachers should vary pupils' partnerships. When pupil worked in collaborative with others this enhanced pupils' writing processes and behaviors.

2. Peer Collaboration

Allowing pupils to work collaboratively enables them to think aloud about their thought processes and writing processes than working alone. The researcher had a strong belief that collaborative learning supports higher achievement, develops thinking skills and deeper understanding, allows for more enjoyable learning, develops understanding, allows for more enjoyable learning, promotes positive views about others and self, helps self-acceptance, and builds self-esteem whether this be with a similar-ability or a mixed ability partner.

3. The Computer Edutainment Program

The instructional model used in this study is called CALL (Computer Assisted Language Learning). This model tried to achieve its optimal benefits through the following:

- Fostering learning through a variety of activities applied to different learning styles.
- Developing pupils' motivation as they get immediate feedback.
- Presenting authentic material for study.
- Enhancing flexibility, pupils' writing, accessibility, interactivity, and convenience.
- Developing greater interaction between the pupils and other pupils.

4. The Learning Scaffolds

There were pieces of scaffolding that helped pupils be successful in their writing. Lehmann (2004), Indrisano and Paratore (2005) suggested the following scaffolds for pupils to be successful writers:

- ✓ The use of patterned writing (patterned sentences) that provide a consistent model of predictable language and discourse patterns.
- ✓ Breaking down the knowledge to be gained into a manageable chunk. (e.g. presenting the sentence writing gradually by completing one missing word or two or three missing words through writing the whole sentences independently.
- ✓ Providing visual and auditory clues (verbal explanation) in the edutainment program.
- ✓ Providing immediate feedback after each response.
- ✓ Directing pupils during their writing activities.

- ✓ Having pupils share their thoughts verbally with a partner, which will increase comprehension and generate new ideas for each pupil.
- ✓ Breaking the writing lesson into phases (interactive writing, guided writing, dependent writing (journaling), self-assessment, and conferring.
- ✓ Dividing pupils into pairs so that their talents and abilities complemented one another. For example, the teacher might have paired a high level pupil with a low level pupil.

5. Conferencing

At the beginning and during pupils' access to computer edutainment, the teacher made a roving conference. The purpose of roving conference is to motivate and to check progress. The teacher walked around pupils to check, assist pupils, look at what they had done so far, keep track of children having problems, and motivate them.

At the end of the session, especially after pupils had finished their journal writing, an individual and whole class conference was held to discuss the writing performance of all the pupils and reveal points of strength and points of weakness so that they might consider in their writing in the following times. The teacher conferred with each pupil to see to what extent the items of the self assessment checklist were achieved in his writing. He took the pupil's checklist and let the pupil read his writing before the class. Then, the teacher started to give the suitable feedback to what the pupil wrote and what he checked off in his self assessment checklist. The teacher' role here was to extract points of weakness in the pupils' writing, write them on the keyboard, and ask them to comment on concerning the use of capitalization, punctuation, space….etc. All the learners were encouraged to participate in the conference putting forwards their opinions and suggesting

alternatives for their peers' writing errors. This dialogue during conference was extremely effective in many ways. The fact that the teacher would verify whether pupils had assimilated what they were taught during the computer edutainment program and therefore he could focus on the areas that they did not grasp. In addition, pupils had to reflect on their peers' writing and this in turn provided them with critical thinking skills, communicating, negotiation skills, group decision-making, motivation, interest, self-efficacy, and engagement. It also enhanced their writing skills. This assertion coincides with the results of Kirriemuir & McFarlane (2004), Prensky (2004), Hoffman (2005), Honeycutt (2005), Kirk, (2004),Kriz (2003), Manwell (2005), Hussain et al., (2003), Christopher (2007), Rosas, et al., (2003), and Thomson and Dass (2000).

6. Self-Assessment

After finishing journal writing, each pupil was given a self assessment checklist. In the first sessions, the self assessment checklist was administered under the guidance of the teacher until they accustomed to using it independently. The teacher read all the checklist items for pupils and asked them to check off items that were achieved in their writing.

Constructive and objective feedback from this assessment helped them internalize the checklist items and apply them in their writing. The ultimate goal here was to train pupils in self-assessment to reflect on their work so that they become able to assess their own writing at any time without teacher assessment and to become self-reliant and evaluate their own writing when teachers are not around. By using the self-assessment, pupils were able to know what they had to work on while writing and what to avoid in order to be a good writer. When pupils were required to self-reflect, they learned to recognize any errors in spelling, punctuation, capitalization, or other areas, and set specific goals for their future writing performance. As they looked at

the different criteria, they were asked to form a judgment about their writing in relation to the criteria set forth in the checklist. Self-assessment (Self-Reflection) motivated pupils to challenge themselves toward more proficient writing. Moreover, it helped them be aware of the writing strategies and concepts that achieved time over time in their independent writing.

7. Teaching Methods, Strategies, and Techniques of Presentation

The selected teaching methods, strategies, and techniques used in the implementation of the computer edutainment program helped achieve high gains in pupils' writing. Interactive writing, guided writing, analogy, scaffolded writing, discussion, conferencing, chunking, manipulation of initial phonemes to change words, re-reading constantly, sound/symbol correspondence, phonemic segmentation, journaling and drawing are some examples of these methods, strategies and techniques that helped pupils enhance their writing.

8. Evaluation

The evaluation procedures used in the present study were various. They included objectives items (completion, multiple choice), the essay writing items (assigned topic written in their journal), and productive exercises (making lists, birthday cards, mother card, shopping list). These types were used to achieve the objectives of the study. This helped making pupils paying attention, studying and revising the presented material. The use of test focused on the skills most emphasized in the program.

Conclusion

The study results indicated the effectiveness of the computer edutainment in developing 2nd primary graders' writing skills, self-assessment, and vocabulary acquisition. This proves that the computer

edutainment is extremely effective for pupils. It certainly lefts a long lasting impact that will remain in their repertoire of writing experiences and push them to be creative writers in the future.

Chapter 5 will present the research summary, including Statement of the problem, research questions, research hypotheses, research significance, research limitations, participants of the study, research design, research variables, instruments, piloting the instruments, research procedures, findings and discussion, recommendations, and suggestions for further research.

Chapter v

Summary of the Study

CHAPTER 5

Summary of the Study

The present study investigated the effect of using computer edutainment on developing 2nd primary graders' writing skills.

Statement of the problem

The study problem can be identified in the Egyptian 2nd year primary school pupils' lack of the necessary EFL writing skills. This might be attributed to the fact that the English program in the "Hand in Hand" English textbook of primary two gives more concentration on the oral communication skills than the writing skills. The writing skills in "Hand in Hand" are restricted to mechanics skills, especially copying and following principles of good handwriting. As mentioned in 'Hand in Hand', teacher's guide all the writing activities are designed, specifically, to help pupils acquire good life-long handwriting habits. It concentrates on lower writing skills. Therefore, the current study attempted to develop their writing skills through the use of computer edutainment.

Research Questions

The present study attempted to answer the following question:

"How effective would be the use of computer edutainment on developing 2nd primary graders' writing skills?"

This major question branches out into the following sub questions:

1. Do teachers need enrichment writing activities containing certain attributes to teach 2nd primary graders' writing skills?
2. What influence does computer edutainment have on the quality of pupils' writing?

3. What influence does the computer edutainment have on the quantity of pupils' vocabulary?
4. What influence does the computer edutainment have on pupils' self-assessment?
5. Are the 2nd primary graders satisfied with computer edutainment?
6. Are the writing strategies and concepts the pupils learned during their computer edutainment program transferred to their independent writing?
7. What development in pupils' writing will be demonstrated by pupils in an edutainment environment?

Research Objectives

In an attempt to find an answer to the question of the current study, the researcher sought to achieve the following objectives:

1. Identifying the effect of using computer edutainment on developing 2nd primary graders' writing skills.
2. Identifying the effect of using computer edutainment on developing 2nd primary graders' vocabulary.
3. Identifying the effect of using computer edutainment on developing 2nd primary graders' self-assessment.
4. Identifying pupils' reflection on using computer edutainment program
5. Surveying the primary stage teachers about their need of enrichment writing activities.

Research Hypotheses

The following hypotheses were tested:

1. There are statistically significant differences between the means scores obtained by participants in the pre-test and those of the post-test of the writing skills on the electronic writing test in favor of the post-test.

2. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the quality of writing on the paper and pencil-writing test in favor of the post-test.
3. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of ideas and content on the paper and pencil-writing test in favor of the post-test.
4. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of style on the paper and pencil-writing test in favor of the post-test.
5. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of organization and form on the paper and pencil-writing test in favor of the post-test.
6. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of convention of print on the paper and pencil-writing test in favor of the post-test.
7. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of post-test in the quantity of vocabulary on the vocabulary test in favor of the post-test.

Research Significance

The present study was expected to investigate the effect of using computer Edutainment on developing 2nd primary graders' writing skills. Furthermore, the present study would:

a- Provide a pleasant learning environment for pupils to acquire and practice language as the best learning environment is the one in which children are able to have fun.

b- Provide English language teachers, supervisors and curriculum designers with a list of writing skills necessary for 2nd primary graders to be taken into consideration while planning and designing the writing activities suitable for those as well as during evaluating their overall writing skills.

c- Contribute to a rethinking and modification of the teaching method currently adopted to develop reading writing skills in the Egyptian elementary school.

d- Provide elementary school teachers with better understanding of the significant role of computer edutainment, writing strategies, and scaffolds and consequently, some useful implications for teaching writing for 2nd primary graders.

The present study is, hopefully, expected to help:

1. Pupils of primary two develop their writing skills.
2. Pupils of primary two internalize the writing strategies and skills they have learned and transfer them to their writing.
3. The curriculum experts, especially those who work as consultant in the field of developing CALL systems, develop their work through using edutainment as a base for their designs.
4. The primary stage teachers by offering e- writing test for the first time for assessing pupils' writing skills.

Research Limitations

The present study was limited to:

1. A number of thirty pupils enrolled in a governmental primary school in Bani Hamad, El-Minia.
2. A proposed program of enrichment writing activities designed by the researcher and based on computer edutainment.

Participants of the Study

A number of approximately 30 second graders were chosen from among larger population enrolled in governmental primary school in Bani Hamad, Minia. The pupils' median age ranged from 7 to 8 years old. The participants of this study were randomly selected. They represented one class of 2nd primary graders at Bani Hamad School, El-Minia.

Research Design

The present study adopted the pre- experimental design. The study was used one group-pretest-posttest design. In this design, comparing the mean scores of the pretest with the mean scores of the posttest was used to determine how far the independent variable (in this study, Computer edutainment) affected the dependent variable (2nd primary graders" writing skills).

Research Variables

- **The independent variables**

 This refers to the treatment used in the study (the proposed program based on computer edutainment).

- **The dependent variables**

 This refers to the experimental group pupils' performance in writing.

Instruments

The researcher designed and built a number of tools for the purpose of the present study:

1. Enrichment Writing Activities Needs Assessment survey (EWANA SURVEY).
2. Technology survey.
3. A writing skills questionnaire.
4. Pre-post electronic writing test.
5. Pre-post pencil and paper writing test.
6. Pre-post vocabulary test.
7. Writing analytical scoring rubric.
8. A self- assessment writing checklist.
9. Reflection logs.
10. Writing samples
11. Writing Development Record
12. A proposed program based on computer edutainment program designed by the researcher to develop the writing skills of the 2nd primary graders.

Piloting the Instruments

A Pilot study began two weeks before the real experimentation to determine the validity and the reliability of the tools.

Research Procedures

1. Assessing pupilss' need through administering a survey to teachers of the primary stage.
2. Reviewing the related literature to identify the basis on which computer edutainment is based.
3. Stating the general and behavioral objectives of the program.
4. Designing the computer edutainment program.

5. Validating of the program by a panel of jury.
6. Constructing the tools and validating them by the EFL experts.
7. Selecting the sample randomly from among Minia governorate, Bani Hamad primary school, 2nd year pupils.
8. Equating the treatment group in the control variables.
9. Pre-testing the treatment group.
10. Training (30) pupils of the treatment group on the use of the computer for two weeks before the experiment to make sure that they can use it appropriately.
11. Applying the computer edutainment program on the treatment group.
12. Post-testing the treatment group using the same procedures followed in the pre-testing stage to evaluate the effect of the program used.
13. Comparing the pre-test to the post-test results.
14. Using the appropriate statistical methods for analyzing the obtained data.
15. Reporting and discussing results.
16. Presenting recommendations and suggestions for further research.

Findings and Discussion

After conducting the program and administering the tests, T-test and Eta-squared formula were used in analyzing the obtained data. Scores of the study group in the pre and posttests were analyzed and compared. Results revealed the following:

1. There are statistically significant differences between the means scores obtained by participants in the pre-test and those of the post-test of the writing skills on the electronic writing test in favor of the post-test.
2. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the

quality of writing on the paper and pencil-writing test in favor of the post-test.

3. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of ideas and content on the paper and pencil-writing test in favor of the post-test.
4. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of style on the paper and pencil-writing test in favor of the post-test.
5. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of organization and form on the paper and pencil-writing test in favor of the post-test.
6. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of convention of print on the paper and pencil-writing test in favor of the post-test.
7. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of post-test in the quantity of vocabulary on the vocabulary test in favor of the post-test.

Recommendations

In light of the results obtained in the present study, a number of points can be recommended:

1. Writing skills via technology use in the primary stage should be emphasized in teaching writing.
2. Deliberation attempts should be made to help pupils in the primary stage acquire and use the writing as early as possible.

3. The objectives of teaching English language should concentrate on writing skills beyond the mechanics level and emphasize writing as a process. Writing to learn not learning to write should be a base for teaching writing as a part of language learning.
4. Technology skills should be addressed in a mandatory course for all the grades of the primary school pupils.

Suggestions for Further Research

This section includes several suggestions for future research involving the use of the Computer edutainment as follows:

1. It would be useful to replicate this research program with other participants to make use of the impact of the computer edutainment on them.
2. The use of computer edutainment should be emphasized as a means of teaching and developing the four language skills.
3. Investigating the effect of computer edutainment on the pupils' creative writing.
4. Investigating the effect of computer edutainment on the pupils' phonological awareness and vocabulary.
5. Investigating the relationship between computer edutainment and developing the four skills of English and pupils' attitude towards English.
6. Investigating the effect of using computer edutainment on special needs students.
7. A controlled research study encompassing a broader sample from multiple school districts is needed in order to increase the generalization of the findings.

References

References

Abraham, Lee Bauman (2001). *The effects of multimedia on second language vocabulary learning and reading comprehension.* Published doctoral dissertation, The University of New Mexico.

Abramson, Eden Michelle (2002). *The development of target skills with a computer component.* Published doctoral dissertation, The University of Tennessee, United States, Tennessee.

Aikens, L. R. (2000). Psychology Testing and Assessment (8th). Allyn & Bacon. p.64

Al-Mekhlafi, Abdar-Rahman Ghaleb(1999). *The effect of instructional media on learning second language teaching strategies by preservice teachers.* Published doctoral dissertation, Arizona State University.

Amen, Randa Atef (2008). *The effectiveness of using the guided discovery method using pictures in developing the writing skills of the primary school students.* unpublished master's thesis, Educational studies institute, Cairo University, Egypt.

Amory, A. (2007). Game object model version II: A theoretical framework for educational game development. *Educational Technology Research and Development,* 55(1), 55–77.

Amory, Alan (1999). The use of computer games as an educational tool: identification of appropriate game types and game elements. *British Journal of Educational Technology,* 30 (4), 311–321.

Amy, Benjamin. (2003). *Differentiated instruction: a guide for elementary school teachers.* Eye on education.

Anderson, K. S. (1998). *Let the games begin: The gaming approach as an alternative paradigm in nursing education.* Published doctoral dissertation,, North Carolina State University, Raleigh.

Argyris, C.& Schön, D. (1974). Theory in practice: increasing professional effectiveness. San Francisco: Jossey-Bass. In Kiili, Kristian (2007). Foundation for problem-based gaming. *British Journal of Educational Technology,* 38(3), 394–404.

Arter, J., & J, McTighe. (2001). *Scoring Rubrics in The Classroom: Using Performance Criteria for assessing and Improving Student Performance.* Thousand Oaks: CA: Crown Press.

Asaro, Kristie (2008). *The effects of planning instruction and self-regulation training on the writing performance of young writers with autism spectrum disorders.* Published doctoral dissertation, State university of New York.

Badrawi, Nazly (1994). Writing in the foreign language classroom: A pain or pleasure. (In) proceedings of the first EFL skills conference (New directions in writing), Center of adult and continuing Education, American University in Cairo.

Bailey, Katheen,M.(2002).Issues in teaching speaking skills to adult ESOL learners. Available at http :// ericaenet /db /edo/Ed, retrieved on 5-12-2009.

Barab, S., Thomas, M., Dodge, T., Carteaux, R., Tuzun, H. (2005). Making learning fun: Quest Atlantis, a game without guns. *Educational Technology Research and Development,* 53(1), 86–107.

Barone, Diane M. (2005). *Improving students' writing, k-8: from meaning making to high stakes,* Corwin Press.

Baylen, Danilo Madayag (2001). *An investigation of a computer-based classroom writing experience.* Published doctoral dissertation, Northern Illinois University, United States, Illinois.

Beck, H.J. (1991). How Computers are used in United States schools: Basic data from the 1989 IEA. Computers in education survey, *Journal of Educational Computing Research,* 7(4), 385-406.

Becker, Katrin (2008). *The invention of good games: understanding learning design in commercial video games.* Published doctoral dissertation, faculty of graduated studies, university of Calgary.

Becker, K. & J. R. Parker (2007c). Serious Games + Computer Science= Serious CS. *The journal of Computing Science in College, 23(n?).*

Beck, J. C.,& Wade, M.(2004). *Got Game: How the generation is reshaping business forever.* Harvard business press.

Becker, k. (2006d). *Pedagogy in commercial video games.* In D. Aldrich & M. Prensky (Eds.), *Games and simulations in online learning: Research and Development framework,* Idea Group Inc.

Berniker, M. (1995). School's in for interactive programs. *Broadcasting & Cable,* 124 (30), 78.

Berninger, V. W., Vaughan, K., et al., (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology*, 94, 291 -304.

Blue, Regina A. Bailey (1996). *The effect of edutainment on recall.* published master's thesis, University of Houston-Clear Lake, United States, Texas.

Bodrova, E., & Leong, D. J. (2007). *Tools of the mind: the Vygotskian approach to early childhood education, (*2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Brewster, jean (2002). *The primary English teacher's guide.* penguin Longman publishing.

Briggs-Cummings ,Delores (2001). *The teaching of writing via technology and improving student scores on the Georgia High School Graduation Test.* Published doctoral dissertation in education, Fielding Graduate Institute, United States, California.

Brookes, Arthur& Grundy, Peter (1998). *Beginning to write: writing activities for elementary and intermediate learners*. Cambridge University press.

Brotherton, S. & Williams, C. (2002). Interactive writing in a first grade title 1 literacy program. *Journal of Read Education*, 27, 8-9.

Brown, H. Douglas (2001). *Teaching by principles: An interactive approach to language pedagogy*. London: Longman.

Browne, Ann. (1999). *Teaching writing: key stage 1 and before*. Thornes, Nelson.

Brown, J.S. (2005). New learning environments for the 21st century: Exploring the edge, *Change*, 38(5), 18–24.

Bruffee, K.A. (1995). Sharing our toys-Cooperative learning versus collaborative Learning. *Change,* 27(1), 12-19.

Bryson,Freida, Kay (2003). *An examination of two methods of delivering writing instruction to fourth grade students*. published master's thesis, College of professional education, Taxes woman's university.

Buckingham D and Scanlon M (2000).That is edutainment: media, pedagogy and the market place. Paper presented to the International Forum of Researchers on Young People and the Media, Sydney. In Okan, Zühal (2003). Edutainment: is learning at risk?. *British Journal of Educational Technology,* 34(3), 255–264.

Butler-Pascoe, Mary Ellen (1990). *Effective uses of computer technology in the development of writing skills of students enrolled in a college-level English as a Second Language program.* Published doctoral dissertation, United States International University, California.

Byrne, Donn (1989). *Teaching writing skills*. UK: Longman.

Charlton, B., Williams, R.L., & McLaughlin, T.F. (2005). Educational Games: A technique to accelerate the acquisition of reading skills of children with learning disabilities. *International Journal of Special Education,* 20 (2), 66-72.

Chen, Zhaohui (2006). *The effects of multimedia annotations on L2 vocabulary immediate recall and reading comprehension: A comparative study of text-picture and audio-picture annotations under incidental and intentional learning conditions.* Published doctoral dissertation, University of South Florida.

Christiansen, David K., (2009). *The effectiveness of a multimedia-based self-paced instructional module in helping English Language Learners to acquire literacy in their native language and English as a second language.* Published doctoral dissertation in education, Idaho State University, United States.

Christopher, lee james (2007). *Playing the games: comparing teacher gamers to non-gamers.* Published doctoral dissertation, University of Albama.

Chuang, T.-Y., & Chen, W.-F. (2009). Effect of Computer-Based Video Games on Children: An Experimental Study. *Educational Technology & Society,* 12 (2), 1–10.

Clark, K. F., & Graves, M. F. (2005). Scaffolding students comprehension of text. *The Reading Teacher*, 58(6), 570-580.

Clay, M. M. (2001). *Change over time in children's literacy development.* Portsmouth, NH: Heinemann.

Clay, M. (2002). *An Observation Survey of Early Literacy Achievement.* Portsmouth, NH: Heinemann.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Cochran-Smith, M. (1991). Word processing and writing in elementary classrooms: A critical review of related literature. *Review of Educational Research,* 61, 107-155.

Cole, A. D. (2006). Scaffolding beginning readers: Micro and macro cues teachers use during student oral reading. *The Reading Teacher,* 59(5), 450-459.

Conard, Deborah J. (2002). *The teacher, the writing curriculum and computers: planning and practice in pedagogy in two second-grade classrooms*. Published doctoral dissertation, Faculty of the Virginia Polytechnic Institute ,State University

Cornbleet, Sandra & Carter, Ronald (2001). *The language of speech and writing. London and New York: Routledge*. In Amen, Randa Atef (2008). *The effectiveness of using the guided discovery method using pictures in developing the writing skills of the primary school students*. unpublished master dissertation, Educational studies institute, Cairo University.

Crawford, C. (1997). *The Art of Computer Game Design. Ch. 1, What is a Game?,* Washington State University. In Sotirova, Kalina. (2004). *Edutainment games-Homo cultural is vs Homo Ludens*. Institute of Mathematics and Informatics, Bualgarian Academy of Science.

Creech , nancy l. (2008). *Every letter, every sound, every day in every way: a qualitative study of encoding and decoding in an emergent literacy intervention program*. Published doctoral dissertation, Wayne State University, Detroit, Michigan.

Dehaan, Jonathan William (2008). *Video games and second language acquisition: The effect of interactivity with a rhythm video game on second language vocabulary recall, cognitive load, and telepresence.* Published doctoral dissertation, New York University, United States, New York.

DeKanter, Nick (2005). Gaming Redefines Interactivity for Learning. *Association of Educational communication& Technology*, 49(3).

De Laurentiis, E. (1993). How to recognize excellent educational software. (Eric Document No. ED 355932).

Deleveaux, Gia T. (2007). *Critical Edutainment: An in-depth look at informal education at one facility.* Published doctoral dissertation, Faculty of education , McGill University.

Dempsey, J., Haynes, L, Lucassen, B, and Casey, M. (2002). Forty simple computer games and what they could mean to educators. *Simulation and Gaming,* 33(2), 157-168.

Dickey, Michele D. (2006). *Game design and learning: a conjectural analysis of how massively multiple online role-playing games (MMORPGs) foster intrinsic motivation.* Education Technology Research Development.

Dehaan, Jonathan William (2008). *Video games and second language acquisition: The effect of interactivity with a rhythm video game on second language vocabulary recall, cognitive load, and telepresence.* Published doctoral dissertation, New York University, United States, New York.

Deleveaux, Gia T. (2007). *Critical edutainment: An in-depth look at informal education at one facility.* Published doctoral dissertation, Faculty of education , McGill University.

Dempsey, J., Haynes, L, Lucassen, B, and Casey, M. (2002). Forty simple computer games and what they could mean to educators. *Simulation and Gaming,* 33(2), 157-168.

Dickey, Michele D. (2006). *Game design and learning: a conjectural analysis of how massively multiple online role-playing games (MMORPGs) foster intrinsic motivation.* Education Technology Research Development.

Dogan, Bulent (2007). *Implementation of digital storytelling in the classroom by teachers trained in a digital storytelling workshop.* Published doctoral dissertation, University of Houston.

Dom, Linda et al., (n.d.). *Apprenticeship in literacy: transitions across reading and writing.* Retrieved February 12, 2010, from http://www. books.google.com/books?id=Re_9j329kfyc8

Donovan, M. E. (1998). *Quantitative and qualitative dimensions of writing in Technology and non technology elementary classrooms.* Published doctoral dissertation, Seattle Pacific University.

Duffy, T.M., Lowyck, J., & Jonassen, D.H. (1993). *Designing environments for constructive learning.* Berlin; NewYork: Springer-Verlag.

Du, Xiaoqing (2009). *Examing three types of correction feedback about errors in mechanics and students with writing difficulties in grades4-8.* Published doctoral dissertation, Faculty of the graduate school, University of Minnesota.

Dyson, A.H. (1993). *Social worlds of children learning to write in an urban primary school.* New York: Teachers' College Press.

Edwards, S. (2005). Constructivism does not only happen in the individual: Sociocultural theory and early childhood education. *Early Childhood Development and Care,* 175(1), 37-47.

Egenfeldt-Nielsen, S. (2005). Beyond Edutaiment. article, University of Copenhagen. Copenhagen, Denmark.

Eldredge, J.L. (2005). *Foundations of fluency: an exploration.* Reading psychology.

El-hammed, H. Rabab (2008). *The effectiveness of a multimedia program using animation to develop the speaking skill in English for the pupils of the primary stage.* unpublished master's thesis, Institute of Educational studies, Cairo University.

Ellis, S.,& Rogoff, B.(1982). The strategies and efficacy of child versus adult teachers. *Child Development*, 53(3), 730-735.

Enz, Billie & Morrow, Lesley Mandel (2009). *Assessing preschool literacy development: informal and formal measures to guide instruction.* International reading assoc.

Fan, Huey-Ling Olive (1996). *An investigation of the processes of seventh graders' creating multimedia documents.* Published doctoral dissertation, University of Georgia, United States.

Feldman, D. H. (1994). *Beyond universals in cognitive development*. second edition, Norwood, NJ: Ablex publishing Cooperation.

Feng , Li (2009). *How do adult foreign language learners experience the opportunities presented by computer games as a self-study tool?*. Published doctoral dissertation, University of Massachusetts Lowell.

Fiderer, Adele (1998). *Rubric & checklist to assess reading and writing: time saving reproducible forms for 35 meaningful literacy assessment.* Scholastic inc.

Fisher, A. (1994).The end of school? ,*Popular Science*, 68 (5).

Foster, Greham (2008). *Working together to improve literacy: How to set goals, implement, and assess school wide reading and writing initiatives.* Pembroke publishers limited

Fountas, I. C., & Pinnell, G. S. (2006b). *Teaching for comprehension and fluency: Thinking, talking, and writing about reading, K-8.* Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S (2007). *The continuum of literacy learning: A guide to teaching.* Portsmouth, NH: Heinemann.

Frank, J. Kusiak (2000). *Virtual historiography: how history is presented in entertainment based computer games.* Published master thesis, Truman State University.

Fraser, J. & Stolnick, D (1994). *On their way: Celebrating second graders as they read and write.* Portsmouth, NH: Heinemann.

Garrett, Jennifer Tumlin (2007). *Using speech recognition software to increase writing fluency for individuals with physical disabilities.* Published doctoral dissertation, Georgia state university.

Garris, R., Ahlers, R., & Driskell, J. E. (2002). *Games, motivation, and learning: A research and practice model.* Simulation & Gaming, 33(4), 441-467.

Gee, J. P. (2003). *What video games have to teach us about learning and literacy?* New York: PalGrave-McMillan.

Glen, Nicole J. (2008).*Writing in elementary school science: factor that influence teacher beliefs and practices*. Published doctoral dissertation, Graduate school of Syracuse university.

Goldberg, A., Russell, M., & Cook, A. (2003). The effects of computers on student Writing: A meta-analysis of studies from 1992-2002. *The Journal of Technology Learning, and Assessment*, 2(1), 1-51.

Gomez, Tammy (2009). *Developing Emergent Literacy Skills in Kindergarten Students Using Pre-A Books.* Published doctoral dissertation, Walden University

Graves, D.H. (1985). *Writing: teachers and children at work.* Portsmouth, NH: Heinemann Education Books.

Gredler, M. (1992). *Designing and evaluating games and simulations: A process approach. Houston: Gulf Publishing Company.* In Honeycutt, Barbi T. (2005). *Students' perceptions and experiences in a learning environment that uses an instructional game as a teaching strategy.* Published doctoral dissertation, North Carolina State University

Greenblat, C., and Duke, R. (1981). *Principles and practices of gaming-simulation. Beverly Hills, CA: Sage. In Honeycutt, Barbi T. (2005). Students' perceptions and experiences in a learning environment that uses an instructional game as a teaching strategy.* Published doctoral dissertation, North Carolina State University

Greenblat, C. S. (1988). *Designing games and simulations: An illustrated handbook.* Newbury Park, CA: SAGE Publications.

Green, M., McNeese, N. (2007) *Using Edutainment software to enhance online learning.* International Journal of E-Learning, 6(1), 5–16.

Gregory, G. (2003). *Differentiated Instructional Strategies in Practice.* Thousand Oaks, CA: Corwin Press.

Gregory, Kara (2000). *The influence of the scaffolded writing technique on the literacy development of kindergarten children.* Published doctoral dissertation, Michigan state university.

Gros, Begoå (2007). Digital Games in Education:The Design of Games-Based Learning Environments. University of Barcelona, *Journal of Research on Technology in Education,* 40(1), 23–38.

Hadfield, Jill & Hadfield, Charles (2008). *Introduction to teaching English*. Oxford university press.

Han, Hae-Kyeong Park (1994). *Implementing the video-based instruction in the college-level ESL classroom based on second language acquisition and communicative competence theories.* Published doctoral dissertation, North Carolina State University.

Harris, David P. (1996). *Testing English as a second language.* New York: McGraw-Hill Book Company.

Harris, Donna (2008). *A comparative study of the effect of collaborative problem-solving in a massively multiplayer online game (MMOG) on individual achievement.* Published doctoral dissertation, faculty of school of education, San Francisco university. P. 68-69

Heidelberg, Chris A. (2008). *Edutainment and convergence: Utilization in higher education from the perspective of entertainment professionals.* Published doctoral dissertation, Morgan State University, United States, Maryland.

Hernandez, Sylvia Sepulveda (2004*). The effects of video and captioned text and the influence of verbal and spatial abilities on second language listening comprehension in a multimedia learning environment.* Published doctoral dissertation, New York University.

Herselman, Martha Elizabeth (1999*). The application of educational computer games in English second language teaching.* Published doctoral dissertation, University of Pretoria (South Africa).

Hewett, B.L. (2000). Characteristics of interactive oral and computer-mediated peer Group talk and its influence on revision. *Computers and Composition*, 17, 265-288.

Hiatt, Key&Rooke, Jonathen (2002).*Creatively& writing skills, finding a balance in the primary classroom.* London: David Fulton publishers.

Hoffman, T. (2005).Computer games help train kids to pay attention. Online http://www.eschoolnews.com/news/showstoryts.cmf? retrieved on 1/1/2009.

Honeycutt, Barbi T. (2005). *Students' perceptions and experiences in a learning environment that uses an instructional game as a teaching strategy.* Published doctoral dissertation, North Carolina State University

Hsiao, Ya-ping. (2002). *A Study of Scoring Criteria and Rubrics on Sixth Graders' Performance Assessment of Spoken English and Self-assessment.* Published master's thesis, Graduate Institute of Elementary Education, Available on ETDs online.

Huang, Hsin-Chuan (1998). The effects of closed-captioned television on the listening comprehension of intermediate ESL students. Published doctoral dissertation, University of Southern California, United States, California.

Hufnagel, Kristinal (2003).*The impact of word study instruction on kindergarten children's independent journal writing.* Published master's thesis, The University of Cincinnati.

Hung, Po-Yi (2007*). The effects of exchanging emails with American key plans on Taiwanese college students' writing in English.* Published doctoral dissertation, Kent State university college and graduate school.

Hussain, H. & Eshaq, A.R. (2001).*The Design Framework for Edutainment Environment.* Europia Publication, France. 81-90.

Hussain, Hanafizan, et al., (2003). *A Conceptualized Framework for Edutainment.* Informing Science. ProQuest..

Iheanacho, Chiemeka Clement (1997). *Effects of two multimedia computer-assisted language learning programs on vocabulary acquisition of*

intermediate-level ESL students. Published doctoral dissertation, Virginia Polytechnic Institute and State University

Indrisano, Roselmina & Paratore, Jeanne R. (2005). *Learning to write, write to learn: theory and research in practice*. International Reading Assoc.

Jacobs, Geralyn (1993). *A classroom investigation of the growth of metacognitive awareness in kindergarten children through the writing process*. Published doctoral dissertation, University of south Dakota

Jaramillo, Deborah Lynn (2007). *The impact of Interactive PowerPoint Instruction on teacher practice and student writing in high-poverty classrooms*. Published doctoral dissertation, University of California, Los Angeles.

Johnson, D. W., & Johnson R. T. (1996). Conflict resolution and peer mediation Programs in elementary and secondary schools: A review of the research. *Review of Educational Research*, 66 (6), 459-506.

Johnson, kay (2004). *Writing like writers: guiding elementary children through a writer's workshop.,* Prufrok press inc.

Jonassen, D. (2005). *Modeling with Technology: Mind tools for Conceptual Change* (3rd Edition). Upper Saddle River, NJ: Merrill.

Jurenovich, David Michael (1994). *Measuring the impact of computer-assisted instruction on the academic performance of high risk students in the developmental classroom.* Published doctoral dissertation, St. Mary's University of San Antonio.

Jonassen,D.H., Cernusca, D., & Lonas, G. (2006). Constructivism and instructional design: the emergence of the learning sciences and design research. In trends and issues in instructional design and technology (2nd ed). Upper Saddle River.

Kaltenbach, Elena (2009). *Parental involvement and the developmental Stages of writing: knowledge and skills to assist children and Parent perceptions on their experience.* Published doctoral dissertation, Pepperdine University

Kaput, J. (1994). Technology in mathematics education research: The first 25 years in the JRME. *Journal for Research in Meathematics Education*, 25(6), 676-684.

Karnati ,Romilla (2008). *Computer aided instruction for out-of-school children in India: An impact study in Andhra Pradesh*. Published doctoral dissertation, University of Pennsylvania, United States, Pennsylvania.

Kashibuchi, M. and Sakamoto, A. (2001). The educational effectiveness of a simulation/game in sex education. *Simulation and Gaming,* 32(3), 331-343.

Katrin, Becker (2008). *The invention of good games: understanding learning design in commercial video games.* Published doctoral dissertation ,faculty of graduated studies, university of Calgary.

Kebritchi, Mansureh (2008). *Effects of a computer game on mathematics achievement and class motivation: An experimental study.* Published doctoral dissertation, University of Central Florida, United States, Florida.

Ke, Fengfeng (2006). *Computer-based game playing within alternative classroom goal structures on fifth-graders' math learning outcomes: Cognitive, metacognitive, and affective evaluation and interpretation.* Published doctoral dissertation, The Pennsylvania State University.

Kennerly, David Ethan (2009). *Runesinger: A demonstration of coupling Korean phonics and spelling to a videogame*. Published master's thesis., University of Southern California.

Khine, M. Swe & Suja'ee, M. Shalleh. (2008). *Core Attributes of Interactive Computer Games and Adaptive Use for Edutainment.* Springer-Verlag Berlin Heidelberg.

Kiili, Kristian (2007). Foundation for problem-based gaming. *British Journal of Educational Technology* 38(3), 394–404.

Kiili, K. (2005). *On educational game design: building blocks of flow experience.* Published doctoral dissertation, Publications of Tampere University of Technology, Tampere University of Technology, Finland.

Kim, Dae-Sang (2006). *Effects of text, audio, and graphic aids in multimedia instruction on the achievement of students in vocabulary learning*. Published doctoral dissertation, Indiana State University.

Kirriemuir, J., McFarlane, A. (2004). *Literature review in games and learning.* Futurelab, Bristol, United Kingdom.

Kirk, J. (2004). The making of a gaming-simulation course: A personal tale. *Simulation and Gaming, 35(1), 85-93.*

Konzack, Lars (1999). *Edutainment for girls: Analyzing Barbie Fashion Designer.* Papers From the Nordic Workshop on Computer Supported Collaborative Learning, Göteborg, Sweden, Retrieved on 2/4/2009, from http:// www.jestor.com.

Kostelnik, M.J., Soderman,A.K.,&Whiren, A.P.(2004). *Developmentally appropriate curriculum: Best practices in early childhood education* (3rd ed.). upper Saddle River, NJ: Pearson/Merill Practice Hall.

Kriz, W. C. (2003). Creating effective learning environments and learning organizations through gaming simulation design. *Simulation and Gaming,* 34(4), 495-511.

Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *Reading Teacher*, 58(4), 338-344.

Kuhn, M. R., Schwanenflugel, P. J., Morris, et al. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research,* 38(4), 357-387.

Kulla-Abbott, Therese M. (2006). *Developing literacy practices through digital storytelling.* Published doctoral dissertation, University of Missouri - Saint Louis.

Kurz, T. (2005). A taxonomy of software for mathematics instruction. Contemporary issues in technology and teacher Education, 5(2). Retrieved on 5/2/2009, from http:// www.citejournal.org/.

Lansiquot, Reneta Davina Oralin (2008). *Pictures of history: Fostering children's writing through interactive iconography.* Published doctoral dissertation, New York University, United States.

Leeper, M., Greene, P. and Nisbett , R. (1973). Undermining children's intrinsic motivation with extrinsic rewards: a test of the "overjustification" hypothesis. *Journal of personality and social psychology,* 28, 129-137.

Lehmann, Kay Johnson (2004). Surving inclusion, Rowman& Littlefield.

Lerew, Emma Licano (1997).*The use of computers to improve writing skills among low-achieving Hispanic students*. Published doctoral dissertation, University of La Verne, United States school, California.

Lerkkanen. K. Marja, et al., (2004). The Developmental Dynamics of Literacy Skills During the First Grade, *Educational Psychology*, 24(6).

Lin ,Show-Mei (2009). *How computer-mediated communication affects ELL students' writing processes and writing performance.* Published doctoral dissertation, The University of Oklahoma.

Lock, Deborah G. (2008). *A study of the effects of kid writing on kindergarten Reading achievement.* Published doctoral dissertation, Widener University.

Lorber, Margo (2004). *Instructional computer technology and student learning: An investigation into using Inspiration(TM) software to improve eighth grade students' ability to write.* Published doctoral dissertation, Fielding Graduate Institute, United States, California.

Macaro, Emesto (2003).*Teaching and learning a second language. Continuum,* (first edition). Portsmouth,

Malouf, D. B. (1988). The effect of instructional computer games on continuing student motivation. *Journal of Special Education,* 21(4), 27-38.

Maneekul, Jarunee (1996). *The effects of computer-assisted instruction on the achievements and attitudes of private postsecondary vocational-technical students in a supplementary English course in Thailand.* Published doctoral dissertation, University of North Texas.

Manwell, Jennifer (2005). Games: Playing Around with Communication. Synergy Learning, article ,ProQuest information.

Matlin, M. W., et al., (2005). *Cognition.* John Wiley& Sons, Inc. In Selim, Monzer salah (2008). *The effectiveness of a program based on individualized activities in developing first prep pupils' writing skills and their interest in English.* Unpublished master's thesis, Institute of Educational studies, Cairo university.

Matthews, Alen; Spratt, May, and Dangerfield, L. (1986). *At the chalk face: Practical techniques in Language teaching. Great* Britian: Edward Arnold.

McAndrews, Stephanie L. (2008). *Diagnostic writing assessments and instructional strategies: A literacy specialist's resource*. International Reading Asso.

McCarrier, A., Fountas, l. & Pinnell, G. (1999). *Interactive Writing: how language and literature come together K-2*. Portsmouth, NH: Heinemann.

McClosky, M. L., et al., (2003). *Rubrics and Exemplars for Effective Assessment Standard Development Workshop*. IELP II Egypt.

Mcfarlane, A. (2005). *Playing the learning game.* The times Educational supplement.

McKenzie, J. (2000). Beyond edutainment and technotainment Now. In Okan, Zühal (2003). Edutainment: is learning at risk?. *British Journal of Educational Technology,* 34(3), 255–264.

Mclaughin, Jack (1997).*Videogames and learning: the power of education with entertainment and technology.* Published doctoral dissertation, Teachers college, Columbia University.

Mendez, Christian Daniel (2006). *Playing ahead: The effects of game-format computer-assisted instruction on academic achievement in language arts*. published master's thesis, California State University, Dominguez Hills.

Meier, E. (2005). Situating technology professional development in urban schools. *Journal of Educating Computing Research,* 32(4), 395-404.

Merrill, M. D.(2002). First principles of instruction. *Educational technology research and development,* 50 (3), 43-60.

Meyers, Kimberly (2008).*A structured imagery intervention to improve students' narrative writing skills*. Published doctoral dissertation, published dissertation, Alfred University.

Meyers, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom.* San Francisco, CA: Jossey-Bass.

Michigan Department of Education (2004). *Grade level content expectations: kindergarten English language arts.* Retrieved on June 10,2009, from www. Michigan.gov /documents/ELA. Pdf

Michigan Literacy Progress Profile (2000). Second Edition,Retrieved Oct. 20, 2009, from, from Michigan Department of Education Web site: www. Michigan.gov/mde. pdf

Mills V. (1995). *The writing process and computers: Three Second grade students.* Published doctoral dissertation, Pacific Lutheran University.

Nail, Daniel allan (2008). *An exploration of preservice teachers' experiences in an online writing partenership.* Published doctoral dissertation, graduate school, university of florida.

Neimeyet, Sarah A. (2006). *An Examination of the Effects of Computer-Assisted Educational Games On student Achievement.* published master's thesis, University of Houston Clear lake.

Nelson, Deborah (2003). *Relationships among the reading, writing, and comprehension skills of intermediate elementary school students.* Published doctoral dissertation, Faculty of graduate school, University of Maryland at College Park.

Oates, Willam Robert (1982). *Effects of computer of computer-assited instruction in writing skills on journalism studies in beginning news writing classes.* Published doctoral dissertation, Indiana University, United States , Indiana.

O'Brien, Margaret Ellen (1999). *The exploration of reading and writing skills developed through methods of computer-integrated learning at the elementary school level.* Published doctoral dissertation, California Institute of Integral Studies, United States, California.

Okan, Zühal (2003). Edutainment: is learning at risk?. *British Journal of Educational Technology,* 34(3), 255–264.

Ortiz, Iván Martínez, et al., (2006). *Production and Deployment of Educational Videogames as Assessable Learning Objects*. Springer-Verlag Berlin Heidelberg.

Palero, F. A. (2005). *Computer and video game genres. OCLC CAPCON Service Center*, In Christopher, lee james (2007). *playing the games: comparing teacher gamers to non-gamers.* Published doctoral dissertation, University of Albama.

Papert, S. (1993). *The children's machine: Rethinking school in the ages of the computer.* New York: Basic Books.

Peters, Vincent A. M. & Vissers, Geert A. N. (2004). A simple classification model for debriefing simulation games. *Simulation and Gaming,* 35(1), 70-84.

Peterson, Shelley (2003). *Guided writing instruction: strategies to help students become better writers.* Portage and Main press.

Petranek, C. F. (2000). Written debriefing: The next vital step in learning with simulations. *Simulation and Gaming*, 31(1), 108-118.

Pillay, H., Brownlee, J., & Wilss, L. (1999). Cognition and recreational computer games: Implications for educational technology. *Journal of Researcher on Computing in Education,* 32(1), 203-216.

Pinnell G.S. (2001). Shared and interactive writing: Making decisions to support young learners. Ohio *Journal of English Languag ARTS,* 41(2), 8-17.

Pour,M.(2006).*Emerging trends and challenges in information technology management.* Idea group inc.

Prensky, M. (2004). How kids learn to cooperate in video games. http:// www. Markprensky.com /writing/prensky, Retrieved on 3/3/2009.

Prensky, M. (2002). The motivation of gameplay or, the real 21st century learning revolution. *On The Horizon.* 10(1). 5-11.

Prensky, M. (2007). *Digital Game-based learning.* Paragon House, St Paul, Minnesota.

Raimes, A (1983).*Techniques in teaching writing.* UK,: Oxford university press.

Ramsey,Lan et al., (2006).*Endocrine Evaluation*, Yusuf Pisan publisher.

Rathus, S. A. (1997). *Essentials of psychology* (fifth edition), Forth worth, TX: Harcourt Brace College publishers.

Reigeluth, C. M., & Stein, F. S. (1983). The elaboration theory of instruction. In C. M. Reigeluth (Ed.), instructional-design theories and models: An overview of their current status, vol.1, pp.335-381. Hallsdale, N.J.: Erlbaum.

Richgels, Donald j. , Mcgee, Lea M. (2003). *Designing early literacy programs: strategies for at-risk preschool and kindergarten children.* Guilford Press.

Riddle, E. M. (1999). Lev Vygotsky's social development theory. Retrieved from http://chd.gse.gmu.edu/immersion/knowledgebase/theorists/ constructivism/vygots ky.htm

Rivers,Wilga,M.(1990). *Interactive language teaching (4th).* Cambridge University press.

Rogers, C. and Sawyer, J. (Eds.) (1988). Play in the lives of children. Washington, DC: National Association for the Education of Young Children.

Rosas, R., et al., (2003) Beyond Nintendo:design and assessment of educational video games for first and second grade students. *Computers and Education*, 40 (5), 71-94.

Roth, Kate (2008). *Interactive Writing: Investigating the Effectiveness of a Dynamic Approach to Writing Instruction for First Graders.* Published doctoral dissertation, Graduate School of Education, Harvard University.

Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann

Rymer, R. & W Williams, C. (2000). Wasn't that a spelling word? Spelling instruction and young children's writing. *Language Arts,* 77(3), 241-249

Salen, K., & Zimmerman, E. (2004). *Rules of Play-Game Design Fundamentals.* Cambridge: The MIT Press.

Savery, J., & Duffy, T. (1995). Problem based learning: An instructional model and its constructivist framework. *Educational Technology*, 35(6), 31-38.

Savin-Baden, M. (2000). *Problem-based learning in higher Education.* Buckingham: Open University Press.

Scarcella, R. C. &Oxford R. l. (1992). *The tapestry of language learning. USA, Heinle& Heinle Publishers. I*n Selim, Monzer salah (2008). *The effectiveness of a program based on individualized activities in developing first prep pupils' writing skills and their interest in English.* unpublished master's thesis, Institute of Educational studies, Cairo university.

Schmuck, Richard A. (2009). *Practical action research: a collection of articles* (second edition), university of Oregan, Eugene.

Seidman, T. (1995).Is Edutainment hurting your kids?. In Mclaughin, Jack (1997).Videogames and learning: the power of education with entertainment and technology. Published doctoral dissertation, Teachers college, Columbia University.

Shaftel, J. (2005).Mathematics games for adolescents. *Teaching Exceptional children,* 37(3), 25-30.

Shaffer, D., et al., (2004). *Video games and the future of learning.* University of Wisconsin-Medison and Academic Advanced Distributed learning Co-Laboratory.

Shaffer, D. (2006). *How computer games help children learn.* Palgrave Macmillan, New York.

Shaw, Evelyn(2009). *The effectiveness of games and activities in teaching vocabulary to adult learners of English as a second language (ESL).* Puplished master's thesis, Caldwell College, United States, New Jersey.

Shaughnessy, S. A. (2000).An interview with Richard E. Mayer: About technology. *Educational psychology Review,* 12 (4), 477-483.

Shaw, Evelyn (2009). *The effectiveness of games and activities in teaching vocabulary to adult learners of English as a second language (ESL).* published master's thesis, Caldwell College, United States, New Jersey.

Siribodhi, Tinsiri (1995). *Effects of three interactive multimedia computer-assisted language learning programs on the vocabulary acquisition of elementary level EFL students.* Published doctoral dissertation, University of Kansas, United States, Kansas.

Soreensen.H et al.,(2002).*Learning and narativity in Digital media.* Samfunds literature.

Sotirova, Kalina. (2004). *Edutainment games-Homo cultural is vs Homo Ludens.* Institute of Mathematics and Informatics, Bualgarian Academy of Science.

Sound, Waves(nd). The interest in Edutainment hits college students! Multimedia News Journal [On-line]. Available: http:// www.physics. wisc.edu/cross/FAQ/MNJ_Review.html.* , retrieved on 5-12-2008.

Squire, K. (2002). Cultural framing of computer/video games. International Journal of Computer Games Research, 2, [On-line]. Available: http://www.gamestudies.org /0102/squire , Retrieved on18/11/2008.

Steinberg, S. R., & Kincheloe, J.L. (Eds).(2004). Kinderculture: The cooperate construction of childhood. (Second edition), Cambridge, MA:Westview press.

Steinwachs, B. (1992). How to facilitate a debriefing. *Simulation and Gaming,* 23(2), 186-195.

Sterling, Vicki Claire. W. (1997). *An exploration of preservice teachers' perceptions regarding the utilization of computer technology with second-grade writing.* Published doctoral dissertation, University of South Dakota.

Stern, Palema A. & Harz, Chistopher R. (2008). *Serious games for first responders: Improving design and usage with social learning theory.* Published doctoral dissertation in Educational Technology, Pepperdine University.

Strickland, D. and Morrow, L. (2000) Beginning Reading and Writing. New York, NY: Teachers College Press. 4-5.

Swan, Richard Heywood (2008). *Deriving operational principles for the design of engaging learning experiences.* Published doctoral dissertation, Brigham Young University.

Swenson ,J & Brett ,Elaine (1991).*The building of business writing: The foundation of writing skills.* Thmson crisp learning.

The Canadian Oxford paperback dictionary (2000), Ontario: Oxford university press.

The New penguin English dictionary (2000), London: Penguin Books, P.444.

Thelen, Peggy Ann (2004). *Kindergarten teacher perceptions regarding the development of young children's emerging literacy skills*. Published doctoral dissertation, Michigan State University

Thiagarajan, S. (1992). Viewpoints: Current trends in simulation/gaming. 49 (6), Bloomington, Indiana: School of Education, Indiana University.

Thomas, P. & Macredie, R. (1994). Games and the design of human-computer interfaces. *Educational Technology,* 31(7), 134–142.

Tomlinson, C. A. (2000). Differentiation of instruction in the elementary grades (Report No.EDO-PS-00-7). Washington, DC: Office of Education Research and Improvement. (ERIC Document Reproduction Service No. ED (443572)

Tomlinson, C. A., & Dockterman, D. (2002). Different learners different lessons. *Instructor,* 112(2), 21-25.

Thomson, G. and Dass, P. (2000). Improving students' self-efficacy in strategic management: The relative impact of cases and simulations. *Simulation and Gaming,* 31(1), 22-41.

Toprac, Paul K. (2008). *The effects of a problem-based learning digital game on continuing motivation to learn science.* Published doctoral dissertation, The University of Texas at Austin, United States,Texas.

Toth, Katrina Theresa Tomilson(2002). *Teacher motivation and the use of computer-based interactive multimedia.* Published doctoral dissertation, The University of Tennessee.

Tuzun, Hakan (2004). Motivating learners in educational computer games. Published doctoral dissertation, Indiana University, United States Indiana.

Underhill, N. (1987). Testing Spoken Language. A handbook or oral testing technique. Cambridge University Press. p.37-39

Verbruggen, Frarnces& Lenski, Susan (2010). *Writing instruction and assessment for English language learners k-8.* Guilford Press.

Viel-Ruma, Kimberly A., (2008). *The effects of direct instruction in writing on English speakers and English language learners with disabilities.* Published doctoral dissertation, College of Education, Georgia State University, Atlanta, GA.

Vukelich, Carol & Christie, James F. (2004). *Building a foundation for preschool literacy: effective instruction for children's reading and writing development.* International Reading Assoc.

Vygotsky, L. S. (1978). *Mind in Society. The development of higher mental processes.* Cambridge, MA: Harvard University Press.

Wagner, Erin (2008). *Running Head: Improving writing with graphic organizers.* Published master's thesis, Graduate Program Caldwell College.

Waldman, Helayne L. (1995). *The effects of a multimedia literacy tool on first-grade reading and writing achievement.* Published doctoral dissertation, University of San Francisco, United States, California.

Warren, Scott J.(2006). *The impact of a multi-user virtual environment on teacher instructional time, voluntary student writing practice, and student writing achievement*. Published doctoral dissertation, Indiana University, United States ,Indiana.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.

Weinthal, Edie & Hade, Particia (2003). Barron's how to prepare for new Jersy language arts literacy HSPA Exam. Barron's Educational Series.

Yang, Ya-Lan(2009). Learning through gaming: Teaching visual arts to elementary grade students. Published master's thesis, Iowa State University, United States Iowa.

Yeşilyurt, Selami.& Kara, Yılmaz.(2007). The effects of tutorial and Edutainment software programs on students' achievement, misconceptions and attitudes towards Biology on the cell division issue. *Journal of Baltic Science Education,* 6(2), 1648–3898.

Yip, M. Florence & Kwan, M .Alvin (2006). Online vocabulary games as a tool for teaching and learning English vocabulary. *Educational Media International,* 43(3), 233–249.

Z. Pan et al., (Eds.) (2008). Transactions on Edutainment. I, LNCS 5080, pp. 191–205.

مراجع باللغة العربية

صلاح الدين محمود علام (2006): القياس التربوى والنفسى: أساسياته وتطبيقاته وتوجهاته المعاصرة: أساسياته وتطبيقاته وتوجهاته المعاصرة ، دار الفكر العربى.

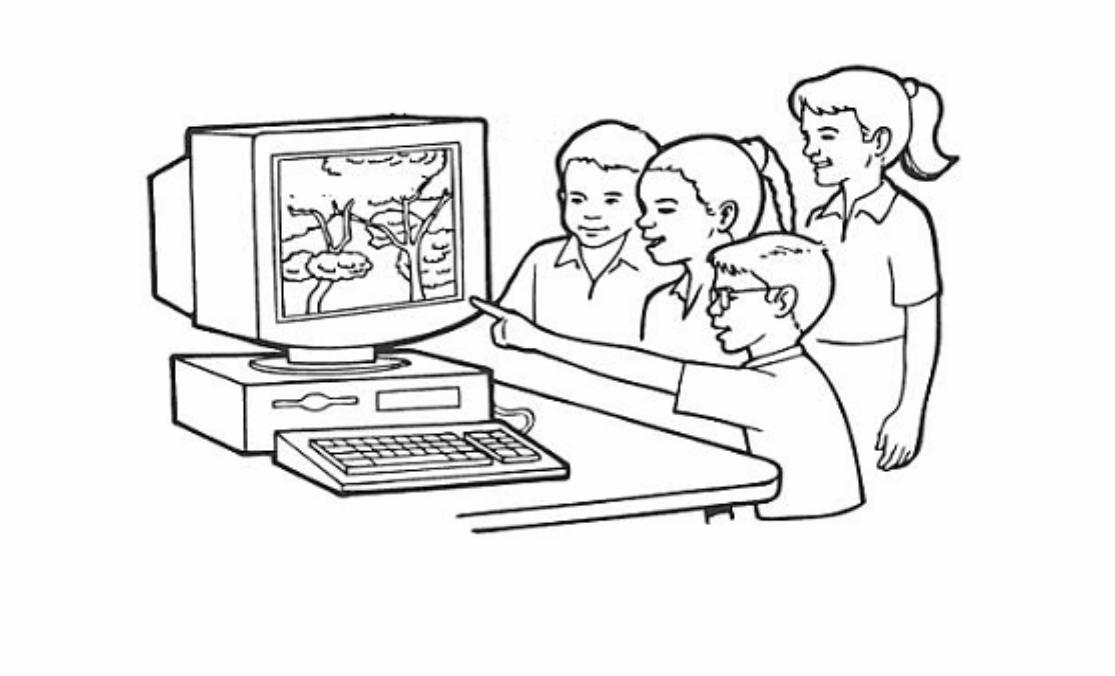
يحي حياتى نصار (2006). استخدام حجم الأثر لفحص النتائج فى الدراسات الكمية، مجلة العلوم التربوية والنفسية، كلية التربية، جامعة البحرين- مجلد 7، عدد 2، يوليو، ص ص 35-60.

Appendices

Appendix (A)

Computer Edutainment

The Teacher's Guidebook





Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

Dear/ Jury member:

The researcher is pursuing the Master Degree in education. The title of the study is **"The Effect of Using Computer Edutainment on Developing Primary Second Graders' Writing Skills".**

Enclosed are the teacher's guidebook and a C.D. of computer Edutainment that will be used in the study. Please evaluate them in terms of:

1. Stating of items.
2. Relatedness of the specific objectives to general ones.
3. Fitness of the objectives for the subjects.
4. Whether the content achieves the objectives of the program.
5. Applicability of the program.
6. Any suggestions for addition or omissions.

Thank you for your sincere cooperation

Supervisors:
Prof. Asmaa Gheith
Prof. Zeinab M. Amin

The researcher:
Azza Ashraf Mohammed

Overview

The main features of this computer Edutainment program are structured as follows:

Introduction

The Computer Edutainment is an instructional program that addresses the pupils of education, primary second graders in particular. The main aim of the program is to use Edutainment in developing writing skills. The goal of edutainment is in fact to let the students learn while they are having fun and thereby improve their ability to learn. Edutainment allows teachers to employ a more constructivist learning environment. it provides an environment in which learners interact with each others. Through the use of Edutainment, learners can organize information, construct meaning, investigate and learn concepts and content to meet their specific needs. Using Edutainment makes the learning active, allows for student-centered and allows the students to take control of their own learning.

The Edutainment program introduces enrichment writing activities to develop the writing skills of primary second grade. It depends on the use of scaffolds (all the assistance teachers do, and all the tools teachers provide, to help learners to be successful writers) that help learners within their zone of proximal development (the area of interest in which the learner cannot be successful when working independently, but can be successful with assistance) to move from the current level which is dependent learning to the next level which the learners can function independently. Briefly, Edutainment scaffolds learners to move in their learning knowledge from the interpersonal stage to the intrapersonal stage (internalization).

By using Edutainment, all the skills and techniques that the learners have learned will be internalized and applied to new learning situations

(independent writing). The main focus of Edutainment is to allow learners not only learn to write but also write to learn. This means that Edutainment scaffolds learners to move from learning to write (that focus on the surface, e.g. spelling, punctuation, word or sentence level writing) to write to learn (that focus on much freer or even creative writing where there are higher cognitive demands and a greater focus on meaning and personal expression). Edutainment enables learners to manage writing not only as a product but also as process where learners can plan, organize and revise their writing.

Importance of the program

It is expected that this program will:

1. Develop learners' writing skills.
2. Scaffold learners acquire strategies and techniques for developing their writing skills.
3. Scaffold learners internalize and use autonomously the strategies and techniques they have learned in their writing.
4. Train learners in self- assessment so that they become able to assess their own performance at any point in the future and thus, modify their practice according to the received feedback..
5. Create a language laboratory in which pupils:
 a. Write simple sentences to convey ideas.
 b. Use familiar words in a appropriate written context.
 c. Participate in group work activities such as interactive writing, shared writing and guided writing.
 d. Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing , invented spelling or conventional text.
 e. Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.

f. Use drawing, invented spelling or conventional text to create writing drafts.
g. Reread drafts for meaning and to improve correctness.
h. Revise a draft by rereading for meaning or using a checklist for revising writing.
i. Use a simple checklist to improve writing.

Objectives of the program:

The program aims at using Edutainment to develop primary second graders' writing skills in these five strands:

A. Expressive or stylistic

1. Using simple sentences to convey ideas.
2. Using words in an appropriate written context.
3. Using short forms of phrases.
4. Using correct prepositions in an appropriate written context.
5. Answering simple questions.
6. Writing description of actions/objects/
 People/ weather.
7. Identifying objects/people in writing.
8. Using correct regular singular/plural nouns in appropriate written context.
9. Writing own name.
10. Writing own age.

B. Mechanics and spelling

11. Using sound/symbol relationship to writing words.
12. Using basic punctuation
13. Using capitalization

14. Spelling words.
15. Using resources to spell words.

C. Organization and form

16. Using appropriate spacing between words.
17. Using left to right directionality.
18. Using return sweep (return to the left for the next line).

D. Writing as a process (prewriting, drafting, revising, editing)

19. Generating ideas for writing through talking, sharing, and drawing.

20. Using a basic writing process (e.g. prewriting, drafting, revising) to develop writing.

21. Using drawing, invented spelling, or conventional text to create writing drafts.

22. Using a simple checklist to revise and assess writing.

23. Using writing strategies and concepts in writing.

E. Writing as a product (resulting in word samples)

24. Producing journal writing to share with classmates.
25. Producing written pieces such as lists and card to share with classmates.

The content

The program introduces four units of enrichment writing activities based on computer Edutainment.

Unit one: Things I like

Session 1: School game

Session 2: Count game

Session 3: Age game

Session 4: Word catch game

Unit two: fun time

Session 1: Outlook game

Session 2: Action game

Session 3: Coloring game & Colors game

Session 4: Clock game

Unit three: Where I live

Session 1: Dress up game

Session 2: Dollhouse game

Session 3: Family jigsaw game

Session 4: The boy and dog game

Session 5: Cars jigsaw game

Unit four: Days I like

Session 1: Weather game

Session 2: Shopping game

Session 3: Mother game & birthday

Criteria for selecting the content of the program

The overall goal of this program is to develop primary second graders' writing skills. The content of this Computer Edutainment program, stepping towards the accomplishment of this exact goal, consists of enrichment writing activities. The content of these enrichment writing activities depends on two criteria; the listening and speaking course of Hand in Hand 1 that pupils have taken in the first year, the listening and speaking course of Hand in Hand 2 that pupils are taking, and suggested activities taken from reviewing literature.

The content of this program had to consist of three parts, the interactive writing activities part, the guided writing activity part (Computer Edutainment), and the follow up activities part. The interactive writing part offers a general base for teaching writing, learning about sounds, letters, words, and sentences to facilitate dealing with the second part (Computer Edutainment). The second and most important part, the Computer Edutainment activities, is the one in which pupils get the chance to write while having fun. The third part is the follow up activities (journal writing) in which learners write using to some extend the content they have learned in the CE.

In the third, part the learners moves from their normal writing to the exceptional or creative one. Through this part they use the strategies and techniques they have learned in their writing and which become internalized skills. In this part they plan, share their ideas, organize and revise or assess their writing using a self assessment checklist. They can also exchange the self-assessment checklist with their peers to evaluate the writing of each other. Then, they gather to conference with their teacher to comment and discuss weakness and strengths of their writing performance.

The role of the teacher

Computer Edutainment program demands certain roles of the teachers which can be listed as follows:

1. **Instructor:**

The teacher has to introduce the target new information, decide which activities need to be practiced, and give clear instructions to the learners before each and every activities**.**

2. **Manger:**

The teacher has to organize the class, seating arrangements and instructional resources in order to fulfill the intended learning outcomes of all activities.

3. Observer

The teacher has to observe objectively learners' writing performance of the in order to see whether they use the strategies and techniques they have learned. S/he has to provide them with an objective and constructive feedback.

4. Monitor and advisor

When the learners are working in groups, the teacher has to move from one group to another monitoring their progression and offering help when asked for any help.

5. The absent leader

The teacher has to lead learners during their writing without any direct instruction, but he is entitled to help them with scaffolds, prompt, and hints. He also leads them to self-assess their own writing so that they become independent writers.

General guidelines for the teacher

To get the best results of this Computer Edutainment program, teachers should go through the following steps:

1. Train your pupils to some computer skills.
2. Make sure that your pupils know how to use the Computer Edutainment program.
3. From the first day, help your learners to choose their partners and team up groups in groups of three or two.
4. Give them clear and sufficient head-start directions before starting any activity and check their understanding of the exact task assigned for each of them.
5. Monitor pupils while they are practicing the Computer Edutainment program.
6. After finishing the Computer Edutainment activity, guide pupils in follow up activities (pen and paper writing activities).
7. Evaluate your learner's acquisition at the end of each lesson by allowing them to write in their daily journal.

8. After finishing writing, allow pupils to use a self assessment checklist to revise and evaluate their writing before your check up.
9. Follow these considerations in journal writing:
 a. Prepare journals for each child. Staple 20-25 sheets of writing within paper into construction-paper covers.
 b. Interact and respond to each entry.
 c. Provide immediate response and scaffolding for writers.
 d. Respond to content before mechanics, or students may become reluctant risk takers.
 e. Scaffolding is individualized.
 f. Hang all of their best work up on the wall or bulletin board to motivate them.

Methods of presentation& training techniques

This main teaching methods adopted in this program are:

- ✓ interactive writing
- ✓ Using resources to write
- ✓ Manipulation initial phoneme to change word
- ✓ Chunk strategy
- ✓ Re-reading constantly
- ✓ Phonemic segmentation
- ✓ sound/letter correspondence
- ✓ analogy
- ✓ scaffolded writing technique
- ✓ scaffolds soft (computer feedback, Tutorials of computer Edutainment, Edutainment hints upon repeated failure)
- ✓ journaling
- ✓ conferencing

The writing strategies and techniques used in the program

Writing strategies are those activities that facilitate the writer's ability to express his or her thoughts on paper. They are the scaffolds that help support the writer in the writing process. The researcher followed the proposed teaching strategies and their implication on ESL/ EFL teaching/ learning using different careful selected techniques aiming at developing the study group pupils' writing skills. According to theses teaching strategies, each writing lesson, that took two sessions, was divided into five phases including the teaching strategies and techniques that overlapped and intertwined. The first session included the interactive writing and guided writing through the use of computer Edutainment. The second session included the independent writing, self-assessment, and conference. These phases were 1) presentation, 2) Interactive writing (interactive writing, phonemic segmentation, analogy, chunks, re-reading, scaffolded writing), 3) Guided writing(analogy, re-reading, scaffolded writing), 4) Independent writing (journaling, re-reading, conferencing), 5) Independent writing (journaling, re-reading, conferencing), and 6) Conference. The writing strategies, techniques, and concepts were as the following:

- **Using resources to write**

The researcher modeled during the program the use of resources to aid in writing unknown words. There were many sources that the pupils were able to use as referents for their writing (e.g., word wall, computer, word cards).

- **Chunk strategy**

Chunks are units within a word that sound and look the same whenever they are together- in any word. Children automatically recognize these chunks and use this knowledge to break a part an un known word or write a word. Chunks can be any combination of letters (i.e. –ing, -ter, -ther).

- **Analogy strategy**

This strategy involves chunks divided into onsets and rimes. An onset is the letter(s) before the vowel. Onset include single consonants, digraphs (-ch, - th, -sh), and blends (-bl, -st, -tr). A rime is the vowel and the consonants that follow it (-ight, -ack, -at, -eat). Children use their knowledge of onsets and rimes in a known word to determine the spelling of or read another word. For example, they may know the pronunciation of the rime- ain in rain and then use that information to write or read a less familiar word (Routman, 2000).

- **Manipulation initial phoneme to change word**

In some familiar words if we change the first letter and replace it, a new word will be made. For example, we can change like to bike and van to fan. The researcher modeled this strategy during some specific computer activities.

- **Concept Sound/Symbol Correspondence**

The sound symbol relationship, that is the understanding of "how phonemes in spoken words are represented by graphemes in printed words," (Eldredge, 2005) is important to the acquisition of reading and writing skills. Researchers discovered that children can be taught to segment spoken words into phonemes.

- **Interactive writing**

Interactive writing is a strategy that aids children in learning about letters, sounds, words, and sentences. During interactive writing, the teacher works with the whole class or a small group to create a piece of writing. The group works together to negotiate the text. They brainstorm possibilities, decide upon a course and then attempt to write their chosen sentence(s). The teacher guides the writing as pupils write words or parts of sentences. The teacher may help in writing but the bulk is written by the pupils.

- **Re-reading constantly strategy**

Pupils used the re-reading strategy to refocus their attention on the meaning of the written text and the remaining parts.

- **Phonemic segmentation**

Pupils were asked to stretch words slowly and break them into parts. Pupils were encouraged to write in boxes during the use of computer Edutainment program.

- **Scaffolded Writing Technique:**

Scaffolded writing is a specific technique to use with the young writers to develop their writing skills and overall literacy concepts. It is a process in which lines or boxes are written to represent each word that child intends to write. The lines or boxes are made either by the teacher or the child after the message has been planned aloud. There are key elements in the scaffolded writing technique. Firstly, the planning process in which children must verbalize aloud what they plan to write. Secondly, children's use of private speech during writing. The third element is the materialization that is the use of tangible objects to stand for a concept or strategy as the mental action is being learned. When the child is finished writing, he reads the message to the teacher, pointing to each word/ box as it is read. Eventually, the child no longer needs the teacher to make the boxes. Later, the child will not need the boxes to hold the words' place. the boxes will disappear from the child's writing.

Teaching- learning aids:

The teaching learning aids adopted in this program are:

- ✓ Picture cards
- ✓ Word cards
- ✓ Word wall
- ✓ Alphabet-sound cards

- ✓ Computer
- ✓ A self assessment checklist
- ✓ The bulletin board

Teaching- learning activities

Learners will be involved in a variety of activities that promote their writing skills. This program introduces a variety of activities to include whole class, pair work and individual work. Examples of the activities that will be adopted in this program will be as follows:

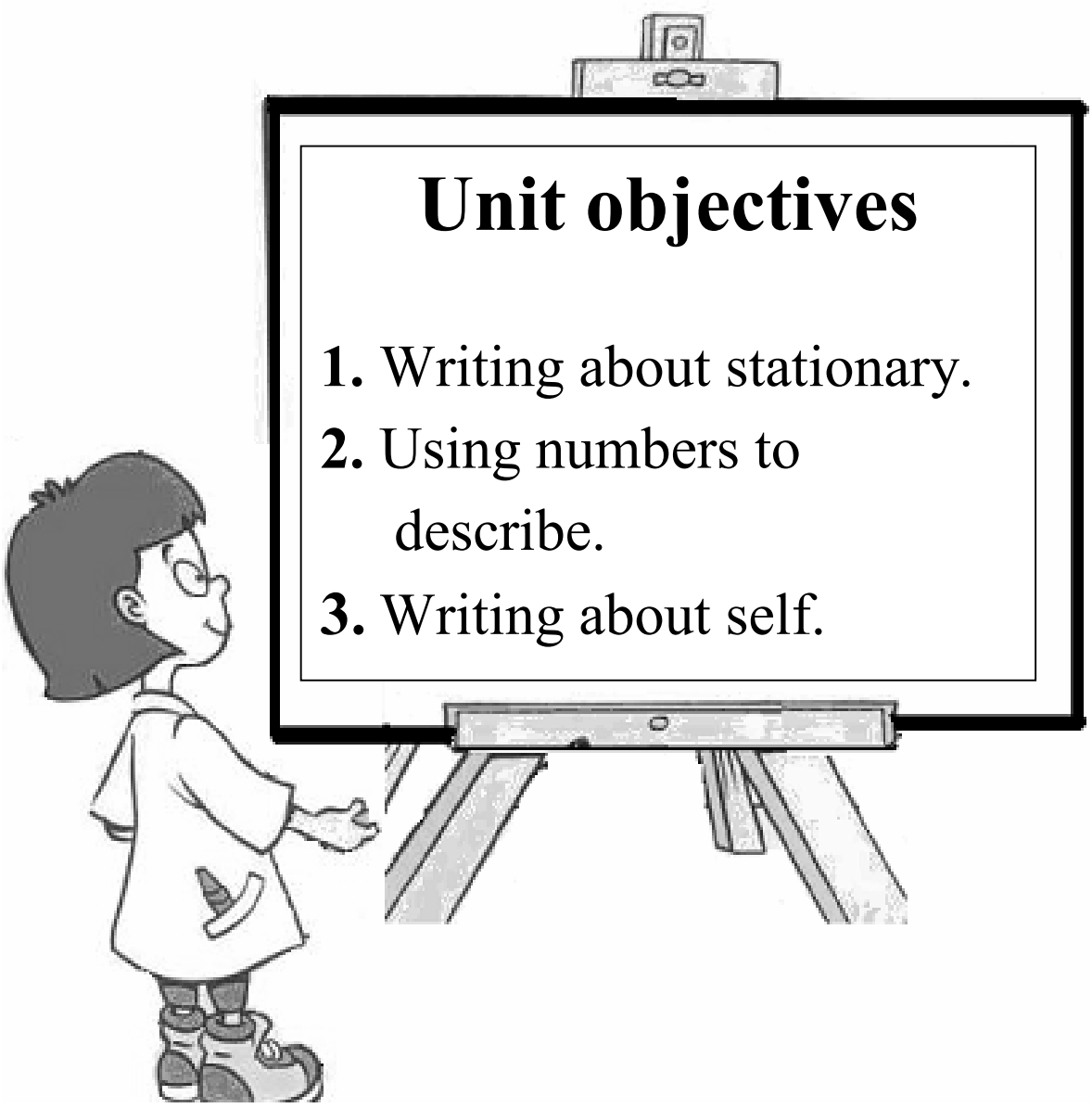
- ✓ Computer Edutainment based activities
- ✓ Interactive writing activity
- ✓ Guided writing activity
- ✓ journal writing activity

Evaluation procedures:

At the end of each lesson, learners are asked to some of the following activities individually so as to make sure that they comprehended the whole information presented to them. The total evaluation will take place through some of the following:

- ✓ Completion items
- ✓ Productive exercises in which learners write sentences, shopping lists.
- ✓ Productive exercises in which learners make cards of birthday or mother's day.
- ✓ Responding to a self-assessment checklist.

Unit one
Things I like



Unit objectives

1. Writing about stationary.

2. Using numbers to describe.

3. Writing about self.

1.1

UNIT 1 lesson 1
Things I like

Activity time

Two Sessions

Performance indicators

- Write own first name.
- Write word numbers From (1-10).
- Use regular singular/ plural nouns.

Teaching aids

number cards, Word cards, computer, Alphabet-sound cards

New language

One table, Two trees, …..etc.

New words

Word number from one to ten. Cats, dogs, bats, apples, balls, trees, kites, cups, table, figs, bananas

Warm-up

- Greet pupils and say, "Hello, I am Miss ".
- Ask pupils to count from one to ten.

presentation

Part (A)

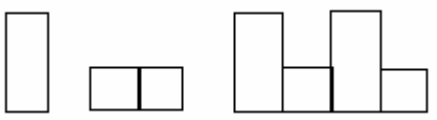
- Point to yourself and say I am Miss…….
- Ask each pupil about his or her name and say: "what's your name?
- Have each pupil say his or her name, I am..

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing one of the pupils' names on the board for example " I am Hoda"
- Repeat the sentence: "I am Hoda.", and get pupils repeat it after you.
- Elicit that you are going to draw letter boxes for every word in the sentence.
- Draw the boxes of the first word with highlighter and say the word "I", draw the other boxes of the second word and say "am", proceed in this manner until the

entire sentence is presented by boxes.



(the final boxes of the whole sentence)

- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "I am Hoda".
- Ask pupils to identify the first word in the sentence.
- Model the segmentation and clap the sounds in the word then ask pupils to clap the sounds in the word.
- Then ask: how many sounds in this word?
- As pupils reply that there is one, ask pupils to identify the sound of the word "I".
- As the pupils pronounced the /ai/ sound, ask a pupil to write the letter that corresponds with this sound into the letter box.
- Elicit that first letter should be capital.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "am", model the segmentation of the word and ask pupils to clap the sounds in the word. Then ask how many sounds in this word?
- As pupils say that there are two, ask them to identify the first sound.
- As pupils say /æ/ sound, ask a pupil to step up and write the letter "a" in the first box of this word.
- Ask pupils to identify the next sound in the word. As several pupils pronounced the /m/ sound, invite a pupil to come up and record the letter.
- Get pupils repeat the whole sentences before writing the third word.

- As the pupils identify the third word in the sentence, responding with "Hoda", model the segmentation of the word and clap the sounds then turn to pupils to demonstrate.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As pupils say that there are four sounds, ask them to identify the first sound.
- Scaffold pupils if they cannot identify the letter that matches the sound by pointing to the picture that begins with the same sound on the alphabet-sound cards.
- As pupils say /h/, ask a pupil to step up and write the letter "h" in the first box of this letter.
- Ask pupils to identify the next sound in the word.
- As several pupils pronounced the /o/ sound, invite a pupil to come up and record the letter.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /d/ sound, invite a pupil to come up and record the letter.
- Ask pupils to identify the fourth sound in the word. As several pupils pronounced the /æ/ sound, invite a pupil to come up and record the letter.
- Elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Give each pupil a card to write his name to be stick with his photo in the class names' wall.
- Scaffold individual pupils while they are writing their names.

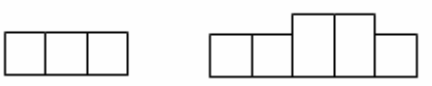
Part (c)

- Put the picture cards of Cats, dogs, bats, apples, balls, trees, kites, cups, table, figs, bananas on the board. Point to each picture and name it.
- Put the number cards and word cards on the board and name them.
- Get pupils repeat after you several times.
- Ask individual pupils to come to the board and read the word numbers from one to ten.
- Draw two trees on the board and ask pupils how many trees can you see? Reply two trees and get pupils repeat after you several times.
- Tell pupils in Arabic that, generally, /z/ or /s/ sound is added to the end of a word when you want to indicate more than one.
- Draw three kites on the board and ask pupils how many kites can you see? Get pupils answer and confirm on the use of /z/ or /s/ sound at the end of the plural nouns.
- Ask two pupils to come at the front of the class to ask and answer each other.

Part (d)

Interactive writing

- Invite pupils to share the pen with you in writing these words: one table, two cats, three cups, four bats, five trees, six dogs, eight balls, nine kites, and ten hens.
- Put the number card of one beside the picture card of table and ask pupils to come and write the suitable words for the number and the word table.
- Invite a pupil to come and write the word one in its boxes. Scaffold him to use the word cards that are stick on the board to write the word one.

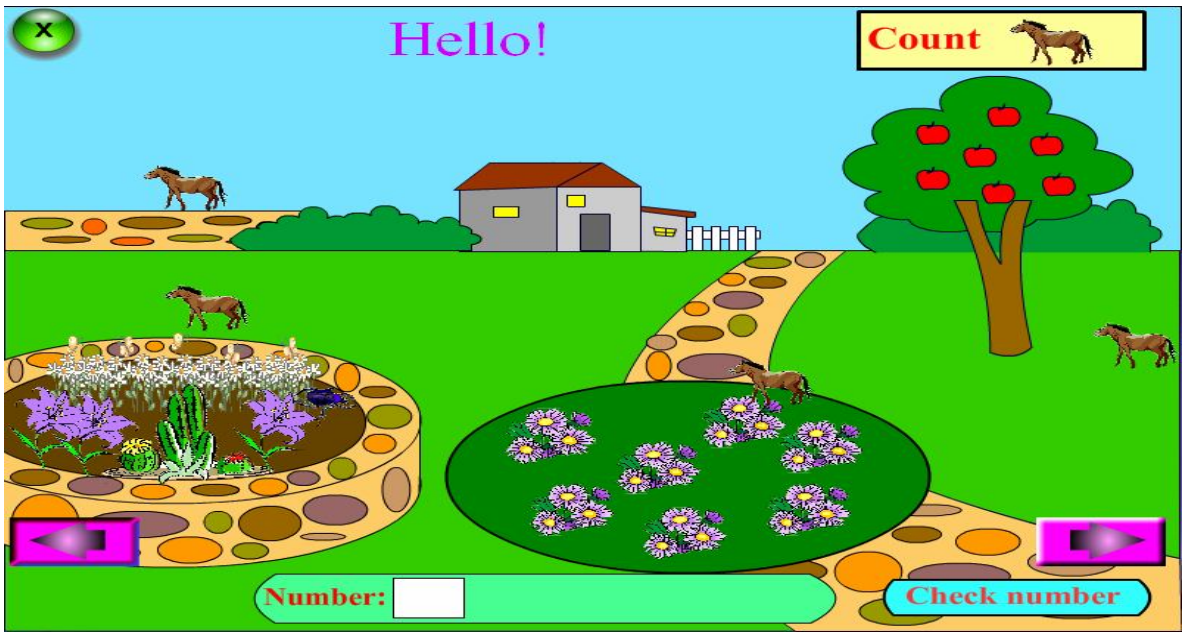


- Invite another pupil to come and write the word table.
- Model the segmentation and clap the sounds in the word then ask pupils to

clap the sounds in the word.

- Then ask: how many sounds in this word?
- As pupils reply that there are four sounds, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "table".
- As the pupils pronounced the /t/ sound, ask a pupil to come and write the letter "t" that corresponds with this sound in the suitable box.
- If he didn't identify the letter, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards.
- Ask pupils to identify the next sound in the word.
- As the pupils pronounced the /ei/ sound, invite a pupil to write the letter "a" into the box.
- If he didn't identify the letter, scaffold him by reminding him with a similar word that have the same sound like" baby". Write the word baby on the board and pronounce it while you are pointing to each letter to help pupils identify the sound /ei/ and its letter match.
- Ask pupils to identify the third sound in the word "table"
- . As the pupils pronounced the /b/ sound, invite a pupil to write the letter "b" into the suitable box.
- Ask pupils to identify the fourth sound in the word. As the pupils pronounced the /l/ sound, invite a pupil to write the letter "L" into the suitable box.
- Elicit that there is "e" at the end of this word.
- Get pupils record the written words in their notebook without the boxes.
- Follow the same procedures in writing the other words.
- Use word cards or word walls to help pupils write words with irregular sounds.

***Guided writing* (count game)**



procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.
2. Open the game.
3. Explain the rules of the game to help pupils play successfully.
4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
6. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game, the player writes his name to be known for the game.
 - The player clicks on the "play" button to start playing.
 - In the first slide, pupils count the object that appears at the top of the slide.
 - The player writes the suitable number in the square of number and writes the word number in the square of word number by using

keyboard.

- The player checks the answer by clicking on the "check number" button.
- If the answer is wrong, the player receives feedback from the game to try again and if it is right, the player receives congratulation "oh! That's nice".
- The winner is the person who writes the number and word number correctly and therefore can move to the second slide to continue playing.
- The player can move to the second slide and the other slides by clicking on the "next" button to continue playing.

Follow up: (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My self*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your self. We will make sure that everyone has a chance to talk. Think about your pets.

- What's your name?
- How old are you?
- What do you like?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their favorite pet. Ask them to do the following:

- Tell about your name.
- Tell how old you are.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

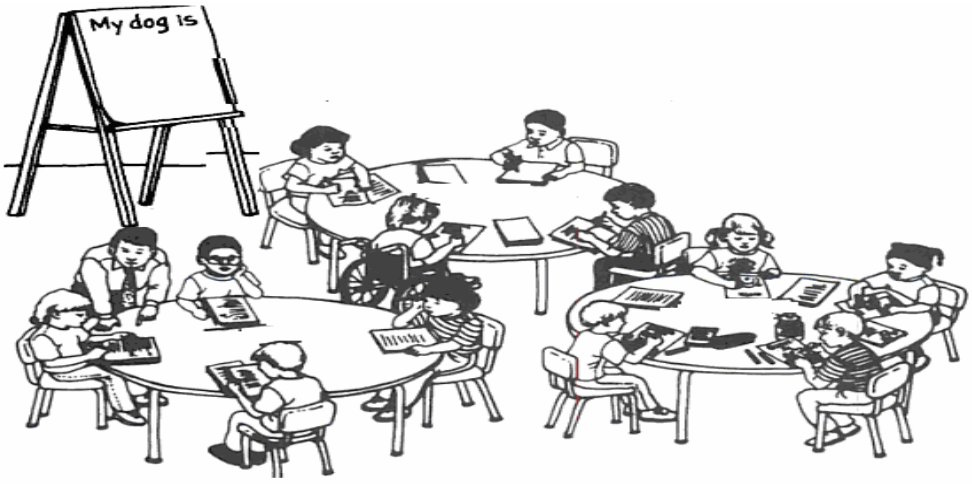
- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self-assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.



Evaluation:

(Activity sheet 1)

Count the item in each picture then, write the correct number word.

1. Ask pupils to look at the pictures.
2. Read the number words at the top of the page.
3. Have pupils count the objects and write the word number.
4. Pupils complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read aloud the words they have written to check comprehension.

Answer:

2. Ten balls.	**3.** Eight cups	**4.** One book.	**5.** Six tables.
6. Five dogs	**7.** Two bags	**8.** Seven kites	**9.** Nine apples
10. Two bags			

Activity sheet (2)

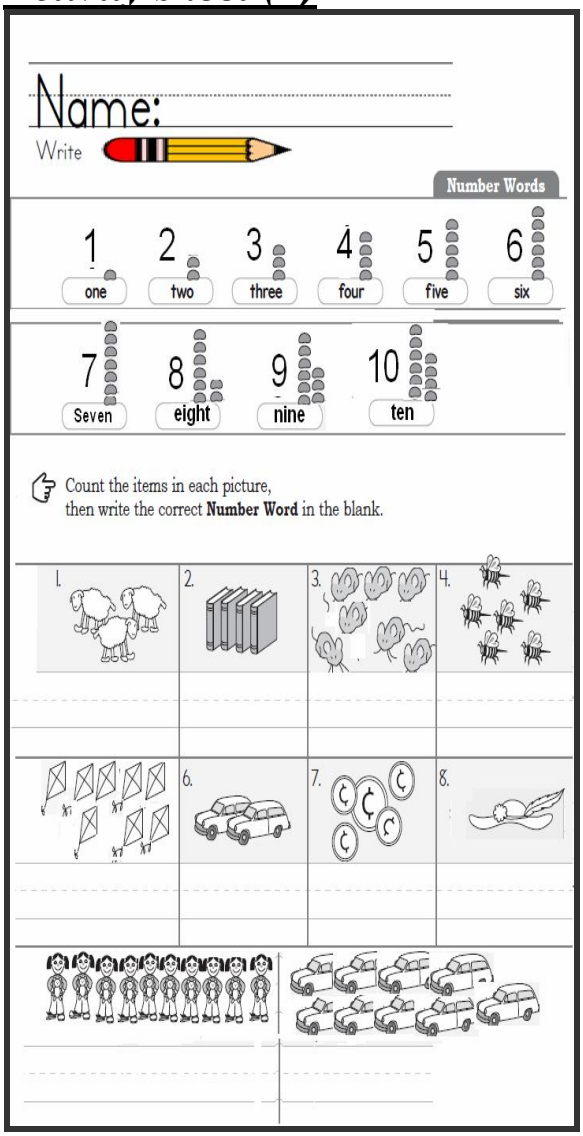
Look, circle the number and write.

1. Ask pupils to look at the pictures.
2. Point to number one and ask: how many cats can you see? Reply three cats.
3. Have pupils count the objects, circle the number and write the word number and the plural form.
4. Pupils complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read aloud the words they have written to check comprehension.

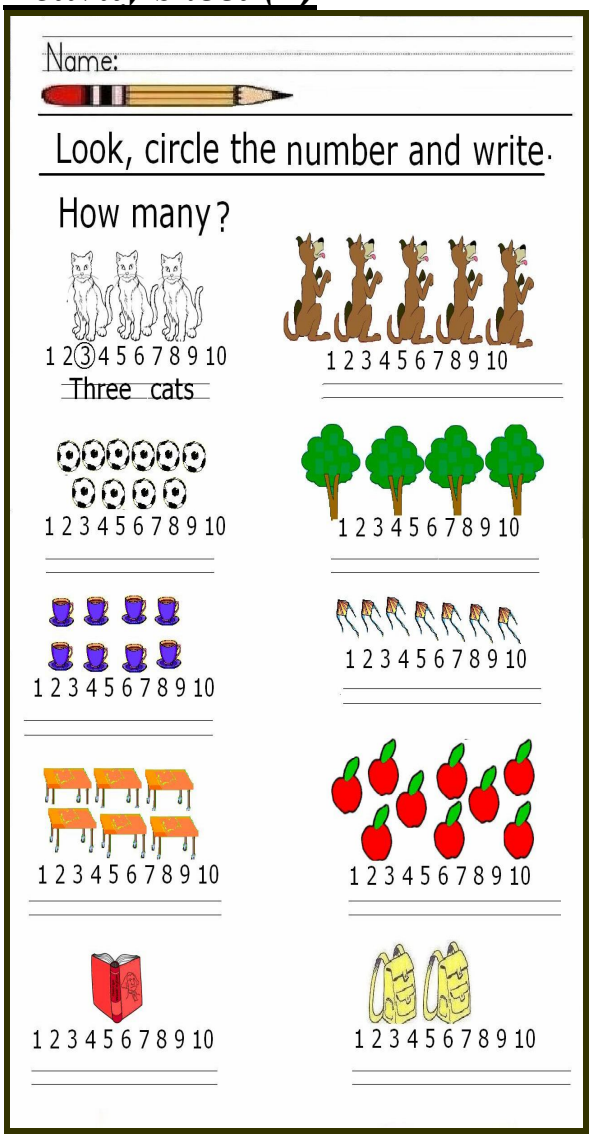
Answer:

2. Ten balls. 3. Eight cups 4. One book. 5. Six tables. 6. Five dogs.
7. Four trees 8. Seven kites 9. Nine apples 10. Two bags

Activity sheet (1)



Activity sheet (2)



1.2

UNIT 1 lesson 2
Things I like

Activity time

Two Sessions

Performance indicators

- Write own age.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.

 Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing or invented spelling
- Revise a draft by

Warm-up

- Greet pupils and say, "Hello, I am Miss..".
- Review numbers from 1-10.

presentation

Part (A)

- Point to yourself and say I am Miss…….
- Ask each pupil about his or her name and say: "what's your name?
- Have each pupil say his or her name, I am..

Part (B)

Interactive writing

- Give some pupils number cards and word number cards.
- Write the following question on the board: "how old are you?". Point to the question and call it out.
- Hold up a number card of seven and say "I am seven".
- Point to a pupil holding number card of eight and ask: "How old are you?". Encourage the pupil to say: I am eight.
- Get each pupil say his age according to the number card he is holding.

rereading for meaning or using a checklist.

- Use a simple checklist to assess and improve writing.

Teaching aids

number cards

Word number cards
Alphabet-sound cards
Number word wall

computer

New language

I am… …(name)

I am…… (age)

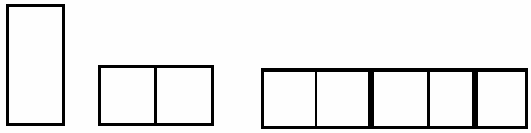
S/he is…. (age)

New words

One, two, three… to ten

He , she

- Give a boy a number card of five. Point to him and say: he is five.
- Get pupils repeat after you several times.
- Give a girl a number card of six. Point to the girl and say: she is six.
- Get pupils repeat after you several times.
- Invite a pupil to come to the board to point to his friend and say his/ her age.
- Invite pupils to share the pen with you in writing their age on the board.
- Repeat the first sentence: I am seven and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.

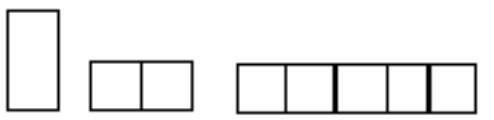


(the final boxes of the whole sentence)

- As the pupils identify the third word in the sentence, responding with "seven". Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As pupils say that there are five sounds, ask them to identify the first sound.

- Scaffold pupils if they can't identify the letter that matches the sound by pointing to the picture that begins with the same sound on the alphabet-sound cards.
- Ask pupils to identify the first sound then ask a pupil to step up and write the letter "s" in the first box of the word.
- Ask pupils to identify the next sound in the word. As several pupils pronounced the /e/ sound, invite a pupil to come and write the letter that matches the sound.
- Scaffold pupils if they can't identify the letter that matches the sound by pointing to the picture that begins with the same sound on the alphabet-sound cards.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /v/ sound, invite a pupil to come up and record the letter.
- Then ask pupils to identify the fourth sound in the word. As several pupils pronounced the /e/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter.
- Ask pupils to identify the fifth sound in the word. As several pupils pronounced the /n/ sound, invite a pupil to come up and record the letter.
- Scaffold pupils if they can't identify the letter that matches the sound by pointing to the picture that begins with the same sound on the alphabet-sound cards.
- Elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Ask pupils to write down the sentence in their notebooks without boxes.
- Invite pupils again to share the pen with you in writing these sentences: "he is seven", "she is seven" on the board.
- Repeat the first sentence: he is seven and get pupils repeat it after you.

- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "he", draw the other boxes of the second word and say "is", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "he is seven".
- Ask pupils to identify the first word in the sentence. Then model the segmentation and clap the sounds in the word.
- Then ask how many sounds in this word?.
- As pupils reply that there are two sounds, ask pupils to identify the first sound of the word "he".
- As the pupils pronounced the /h/ sound, ask a pupil to come and write the letter "h" that corresponds with this sound.
- Elicit that the first letter at the beginning of the sentence should be capital.
- Ask pupils to identify the next sound in the word. As several pupils pronounced the /e/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.

- As the pupils identify the second word in the sentence, responding with "is", ask a pupil to step up and write the word "is" as shown before.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word. As the pupils identify the third word in the sentence, responding with "seven". Follow the previous procedures in writing the word "seven".
- After finishing writing elicit we should put a period (.) at the end of the sentence.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing **(Age game)**



procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.
2. Open the game.
3. Explain the rules of the game to help pupils play successfully.
4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
6. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game.
 - The player clicks on the "play" button to start playing.
 - The player counts the candles in each cake and writes the correct word number to indicate age, e.g. I am two. She is six.
 - The completion of the sentence moves from the easy level (type one or two words) to the hard one (type more than one word).
 - The player clicks the "arrow" button to move from one slide to the others.
 - The winner is the player who completes all spaces correctly and therefore receives congratulation from the game and move to the second slide to continue playing.
 - The looser receives feedback to try again.

Follow up: (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).

- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My Favorite Pet*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your favorite pet. We will make sure that everyone has a chance to talk. Think about your pets.

- What's your pet name?
- How old is your pet?
- What color is your pet?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their favorite pet. Ask them to do the following:

- Tell about her/his name .
- Tell how old s/he is.
- Tell what color s/he is.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and

see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

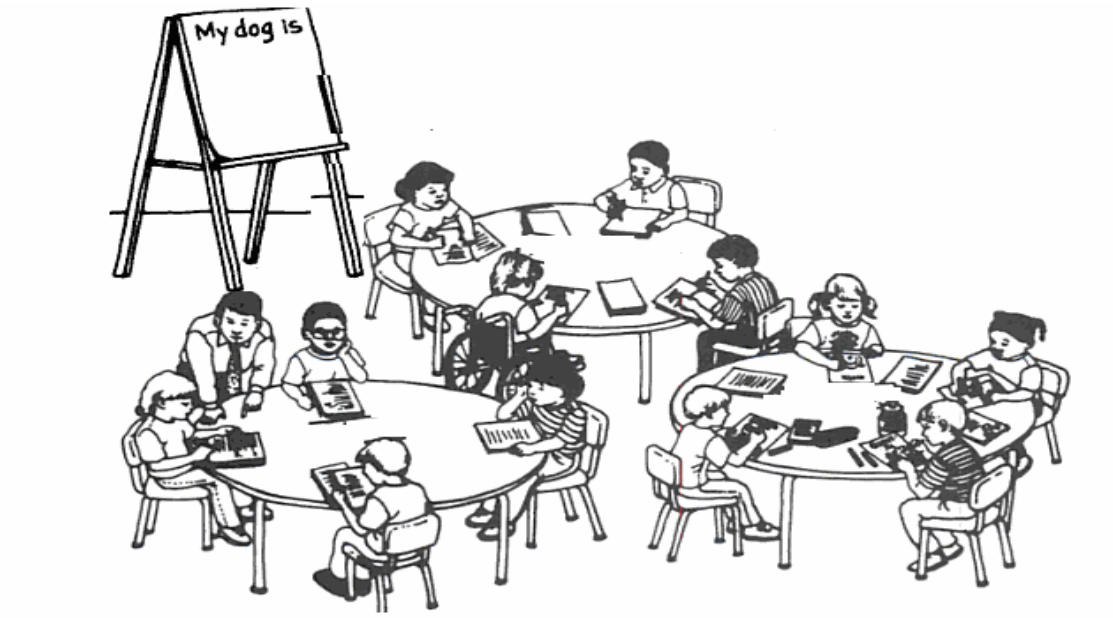
Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.

☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.

☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.



Evaluation:

Activity sheet

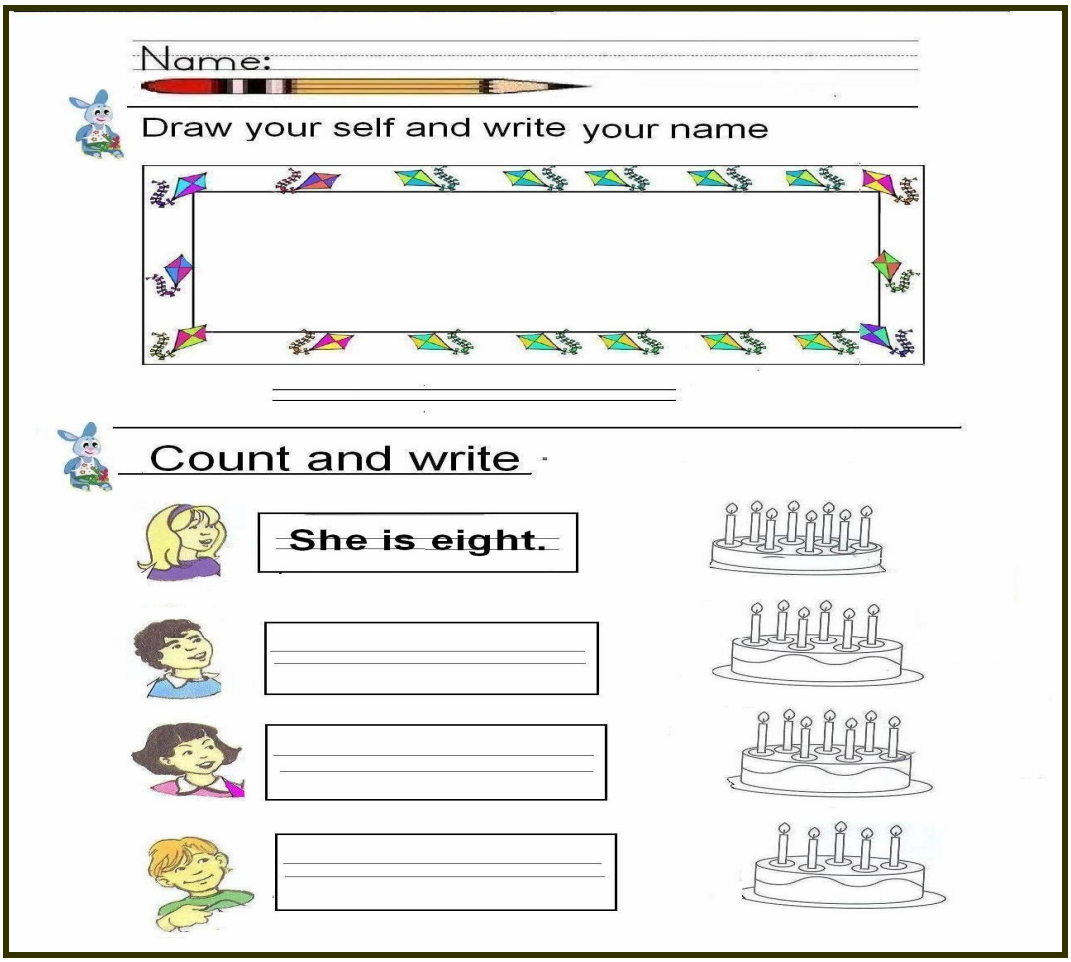
A-Draw your self and write your name.

1. Ask pupils to draw themselves in the frame at the top of the bag.
2. After finishing drawing, ask them to write their names under the frame.
3. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
4. Have pupils show their friends their drawings and their names.

B- count and write.

1. Ask pupils to look at the pictures.
2. Point to number one, and count the candles in the cake then say : she is eight.

3. Have pupils count the candles in each picture and write sentences about age.
4. Pupils complete the activity on their own.
5. Have pupils use the word walls around them to help them in writing.
6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read aloud the words they have written to check comprehension.



Answer:

1. He is six. **2.** She is seven. **3.** He is five.

1.3

UNIT 1 lesson 3

Things I like

Activity time

Two sessions

Performance indicators

- Express likes and dislikes in writing.
- Answer questions concerning likes and dislikes
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using

Warm-up

Discuss in pupils own language what things they like.

presentation

Part (A)

- Put the picture cards of the words, fish, eggs, rice, meat, red and blue on the board.
- Point to each item and name them. Repeat several times and get pupils repeat after you.
- Point to fish and say Mmm! I like fish.
- Point to fish and say I like figs, and you? Get pupils talk about what they like.
- Point to meat and say while shaking your head: I don't like meat.
- Repeat several times and get pupils repeat after you.
- Ask pupils to talk about what they don't like.
- Hold up a picture of fish and ask pupils, Do you like fish? Shake your head to indicate yes and say, "yes, I do".
- Get pupils repeat after you several times.
- Hold up a picture of meat and ask pupils, Do

drawing, invented spelling or conventional text.

- Reread drafts for meaning and to improve correctness.
- Revise a draft by rereading for meaning or using a checklist.
- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards
Alphabet-sound cards
Word wall of colors
computer

New language

I like ……
I don't like …..
Do you like ……?
Yes, I do. / No, I do

New words

Fish, eggs, figs, red, rice, meat, blue

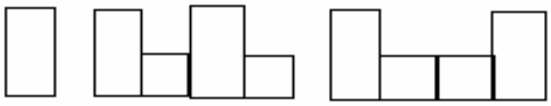
you like meat? Shake your head to indicate no and say, "No, I do not". Get pupils repeat after you several times.

- Ask pairs of pupils to come to the front of the class to ask and answer questions.

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: I like fish, I like figs, I like rice and I like red.
- Ask pupils what you want to write first.
- As pupils say for example: "I like fish ", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "I", draw the other boxes of the second word and say "like", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "I like fish".

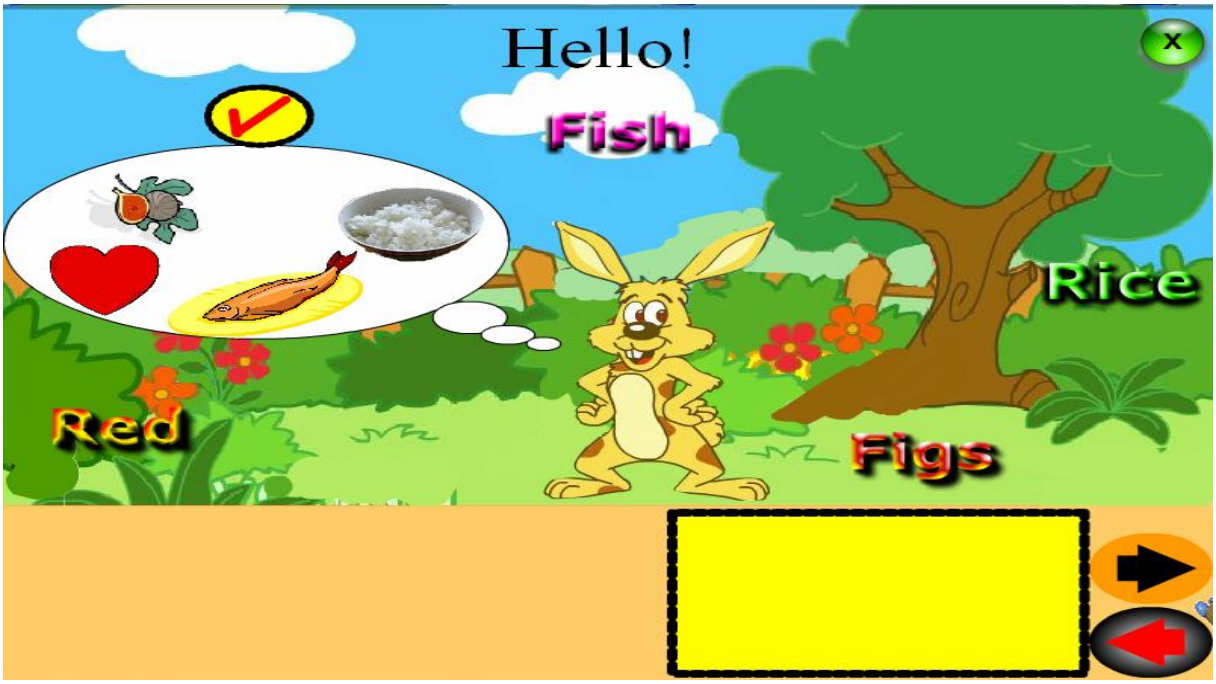
- Ask pupils to identify the first word in the sentence
- Model the segmentation and clap the sounds in the word then ask pupils to clap the sounds in the word.
- Ask pupils: how many sounds in this word?
- As pupils reply that there is one, ask individual pupils to demonstrate
- the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the sound of this word "I". As the pupils pronounced the /ai/ sound, ask a pupil to come and write the letter that corresponds with this sound.
- As several pupils pronounced the /l/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter "L" in the first box of this word.
- Ask pupils to identify the next sound in the word.
- As several pupils pronounced the /ai/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /k/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter.
- Elicit that the last letter in the word is /e /. Invite a pupil to come up and record the letter.
- Get pupils repeat the whole sentences before writing the third word to
- refocus their attention on the meaning of the sentence and the remaining parts.

- As the pupils identify the third word in the sentence, responding with "fish", model the segmentation and clap the sounds of this word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As the pupils say that there are three sounds, ask pupils to identify the first sound.
- As several pupils pronounced the /f/ sound, invite a pupil to come up and record the letter "f" in the first box of the word.
- Ask pupils to identify the next sound in the word. As several pupils pronounced the /I/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter "' i".
- Scaffold pupils if they can't identify the letters that matches the sound / I / by pointing to the picture that begins with the same sound on the alphabet-sound cards or write on the board a word begins with the same sound such as " in" or "insect" top help pupils identify the letter "i " that corresponds with the sound "I" .
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /ʃ/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letters "sh".
- Scaffold pupils if they can't identify the letters that matches the sound /ʃ/ by pointing to the picture that begins with the same sound on the alphabet-sound cards or write on the board a pupil's name that begin with the same sound such as" Shima" or "she" to help them write letter that matches the sound /ʃ/.
- After finishing writing elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the

sentence.

- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Write down the sentence without boxes and leave a finger space between each word.
- Follow the same procedures in writing the other sentences.
- Scaffold pupils to use sight words (e.g. word walls), or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing (Word catch game)



Procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.
2. Open the game.
3. Explain the rules of the game to help pupils play successfully.

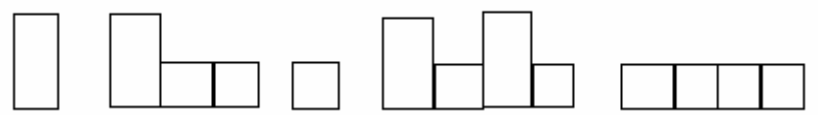
4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
6. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - In the first slide, the player searches in the garden to find the suitable words for the things that rabbit likes.
 - After finding the suitable word, the player drags the word into the box that will collect all the words that refer to the things he likes, then type it to complete the sentence: "I like……".
 - After typing the words into the suitable boxes, the player clicks the "check" button to check his answer.
 - The completion of the sentence moves from the easy level (type one or two words) to the hard one (type the whole sentence).
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - After dragging and typing all the words of the things that the rabbit likes, the player can move to the second slide to continue playing.

Part (d)

Interactive writing

- Ask pupils again what they don't like.
- As pupils say these sentences: "I don't like meat, I don't like eggs, I don't like blue…..et, Invite them again to share the pen with you in writing these sentences:
- Ask pupils what you want to write first.

- As pupils say for example: I don't like meat, repeat the sentence, and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "I", draw the other boxes of the second word and say "don't ", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, " I do not like meat".
- Ask pupils to identify the first word in the sentence.
- As the pupils say " I", ask a pupil to write the letter " I " in the first box.
- Point out the uppercase form of the first letter of the word and why it is used.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word, responding with "don't", model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As the pupils reply that there are four sounds, ask them to identify the first sound.
- As several pupils pronounced the /d/ sound, invite a pupil to come up and record the letter "d" that matches with this sound.

- Ask pupils to identify the next sound in the word.
- As several pupils pronounced the /o/ sound, invite a pupil to come up and record the letter "o" that matches this sound.
- Ask pupils to identify the third sound in the word.
- As the pupils identify the third sound in the sentence, responding with "n", ask a pupil to come and write the letter "n".
- Ask pupils to identify the fourth sound in the word.
- As several pupils pronounced the /t/ sound, invite a pupil to come up and record the letter "t".
- Elicit that we should put apostrophe (') before the letter "t" in the word "don't ".
- Elicit that we should put a finger space after each word.
- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the fourth word in the sentence, responding with "like".
- Invite a pupil to come up and write the word in its suitable boxes as shown in the previous example.
- Get pupils repeat the whole sentences before writing the fourth word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the fourth word in the sentence, responding with "meat", model the segmentation and clap the sounds of this word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As the pupils reply that there are three sounds, ask them to identify the first sound.

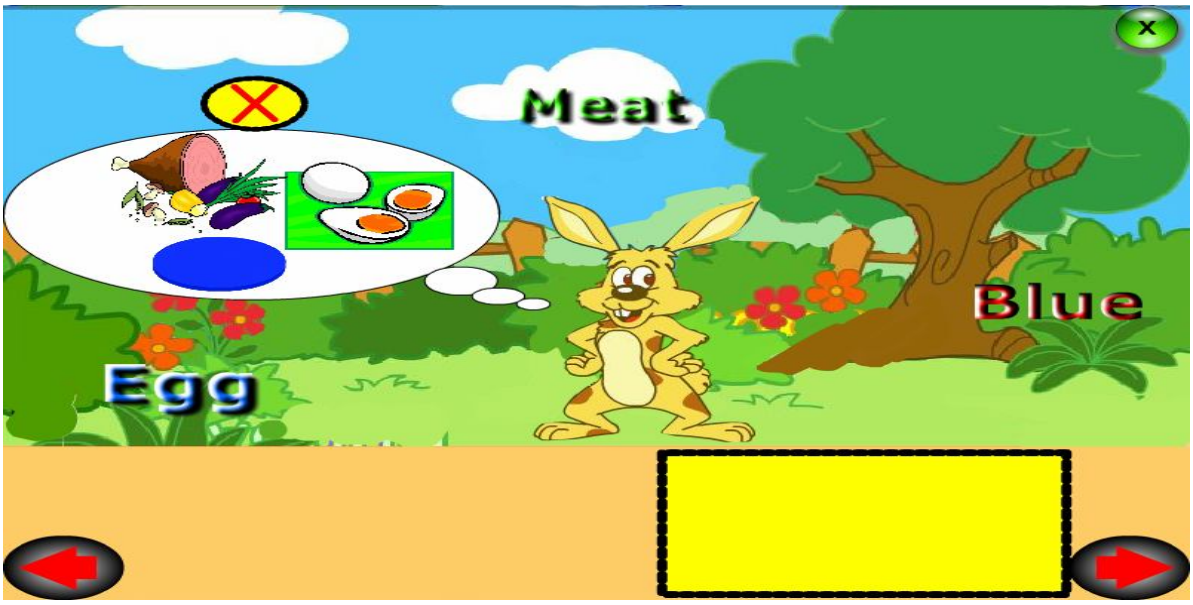
- As pupils identify the first sound, responding with /m/, invite a pupil to come up and record the letter "m" in the first box of the word.
- Ask pupils to identify the next sound in the word.
- As several pupils pronounced the /i:/ sound, scaffold pupils by reminding them with the word "teacher" or "read".
- Write the word "teacher" or "read" on the board and pronounce it. Repeat the pronunciation of the word meat and stretch it then ask pupils to determine the letters that correspond with the sound /i:/.
- As pupils identify the letters "ea" that match the sound /i:/, ask a pupil to come and write the two letters in their boxes.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /t/ sound, invite a pupil to come up and record the letter.
- After finishing writing elicit that we should put a period (.) at the end of the sentence.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Write down the sentence without boxes and leave a finger space between each word.
- Follow the same procedures in writing the other sentences.
- Scaffold pupils to use sight words (e.g. word walls), or remind them with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Part (e)
Guided writing (Proceeding the game)

- Ask pupils to click the  button to move to the next slide and continue playing.
- In the second slide, the player searches in the garden to find the suitable

words for the things that the rabbit doesn't like.

- After finding the suitable word, the player drags the word into the box that will collect all the words that refer to the things he doesn't likes, then type it to complete the sentence: "I don't like……..".
- The completion of the sentence moves from the easy level (type one or two words) to the hard one (type the whole sentence).
- The player receives feedback from the game when he succeeds and when he fails in order to try again.



Follow up: (Journal Writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: ***Things you like and dislike***

Discussion of the topic/brainstorming

Read and discuss the following:

- We will talk about the things you like and dislike. We will make sure that everyone has a chance to talk.
- Think about the things you like and dislike.
- What things do you like?
- What things you don't like?

Have students think and then share ideas with a partner. Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about things you like and dislike. Ask them to do the following:

- Tell what you like.
- Tell what you don't like

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?

- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

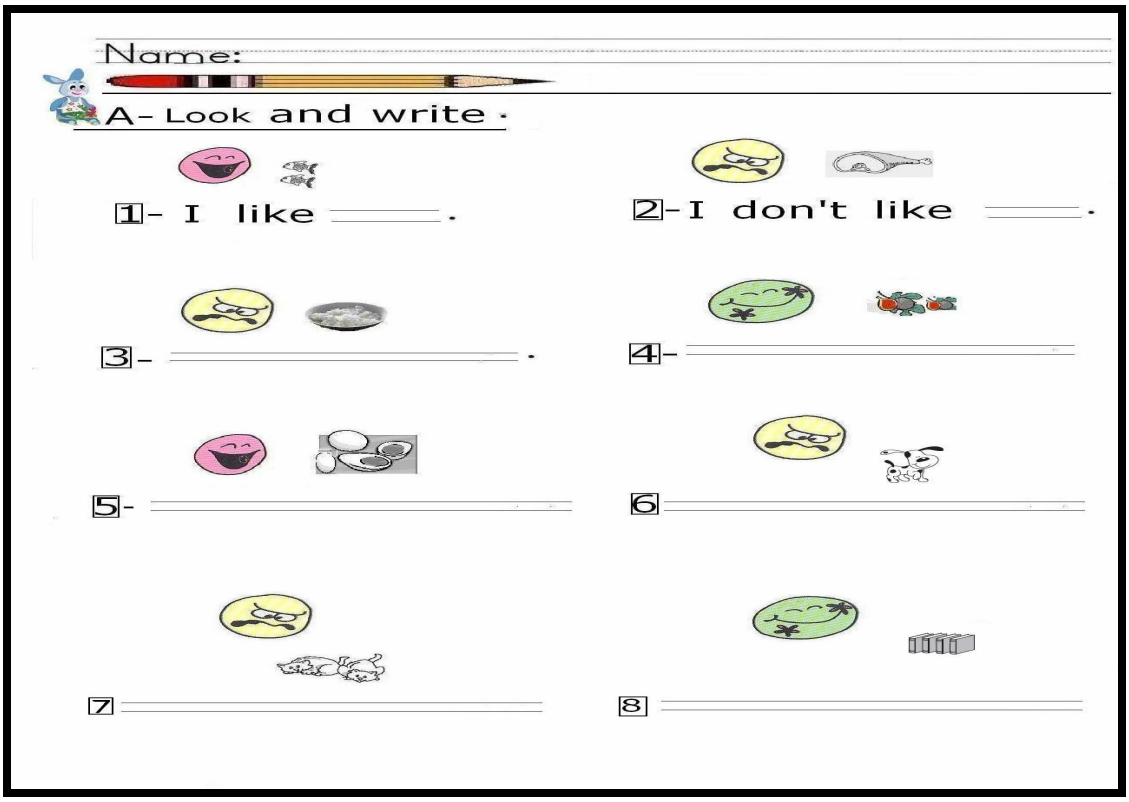
- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

A- Look and write.

- Ask pupils to look at the pictures.

- Point to number one and say: I like fish. Smile when you say I like…..and frown when you say I don't like…….
- Pupils complete the activity on their own.
- Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
- Have pupils read aloud the sentences they have written to check comprehension.



Answer:

1. I like fish. **2.** I don't like meat. **3.** I don't like rice. **4.** I like figs.

5. I like eggs **6.** I don't like dogs. **7.** I don't like cats. **8.** I like books.

1.4

UNIT 1 lesson 4
Things I like

Activity time

Two sessions

Performance indicators

- Write words of school objects.
- Identify school objects.
- Answer questions about school objects.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discuss --ion using

Warm-up

Discuss in pupils' own language what school objects they need for school.

presentation

Part (A)

- Put the picture cards of pen, pencil, book, bag and ruler on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Hold up a book and ask "what is it?" reply, it's a book.
- Repeat the question with other picture cards.
- Ask pairs of pupils to come to the board to ask and answer questions.

Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing these sentences: It is a bag, It is a book, It is a pen, It is a pencil, It is a ruler.
- Elicit that we say it's a bag, but that we write it is a bag.

drawing , invented spelling or conven-
-tional text.

- Revise a draft by rereading for meaning.
- Use a simple checklist to assess and revise writing.

Teaching aids

Picture cards
computer
Alphabet-sound cards

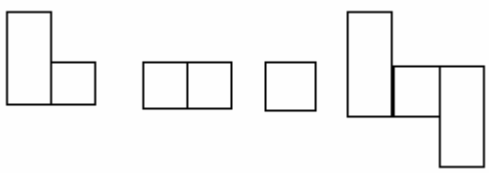
New language

What is it?
It is a ……..
Is it a …….?
Yes, it is. No, it isn't.
This is my……

New words

Book, bag, pen, pencil, ruler

- Ask pupils what you want to write first.
- As pupils say for example: "it is a bag", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw letter boxes for every word in the sentence.



(the final letter boxes of the whole sentence)

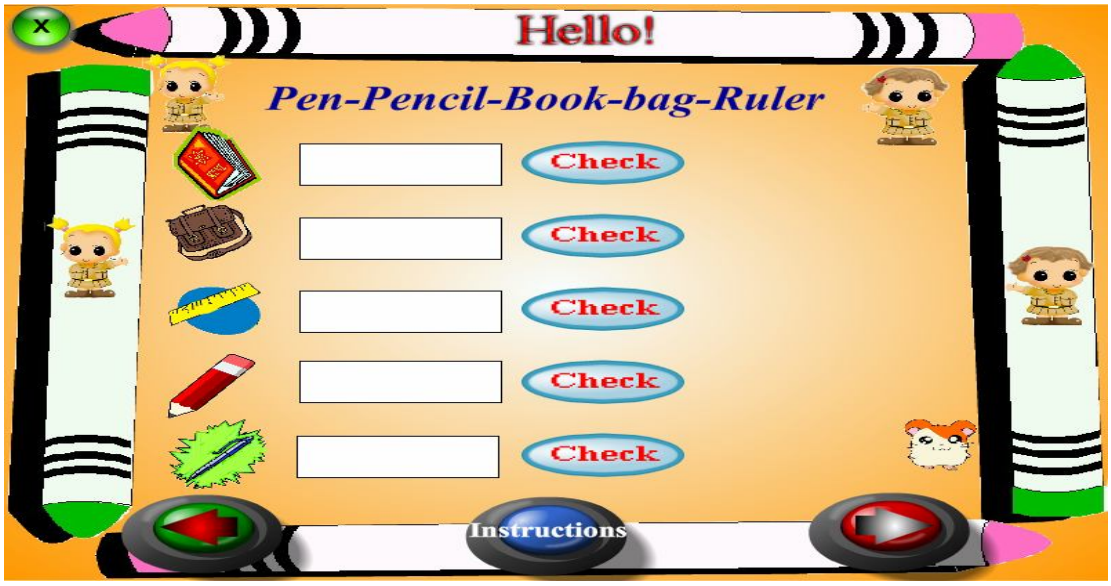
- Draw the letter boxes of the first word with highlighter and say the word "it", draw the other boxes of the second word and say "is",proceed in this manner until the entire sentence is presented by letter boxes
- Tell pupils that you will point to the letter boxes and they will say the words that will go on theses letter boxes.
- Point to the letter boxes, one at a time, and say, "it is a bag".
- Ask pupils to identify the first word in the sentence.
- Model the segmentation and clap the sounds in the word.
- Ask pupils to clap the sounds in the word. Then ask them : how many sounds in this word?
- Ask pupils to clap the sounds in the word. Then ask them : how many sounds in this word?

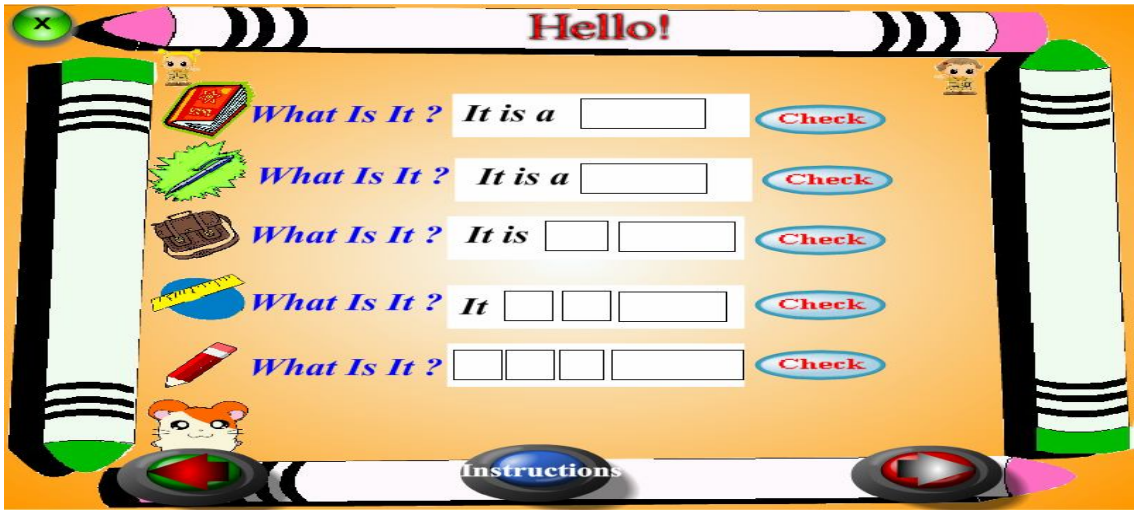
- As pupils reply that there are two sounds, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "it". As the pupils pronounced the /i/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter into the first letter box.
- If he cannot identify the letter, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards. Then ask him to write the letter into the letter box.
- Ask pupils to identify the next sound in the word. As the pupils pronounced the /t/ sound, encourage them to use the alphabet-sound cards to locate the picture that begins with the same sound. Then invite a pupil to write the letter into the letter box.
- Get pupils repeat the whole sentence before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts of the sentence.
- As the pupils identify the second word in the sentence, responding with "is", model the segmentation of the word and ask them to clap the sounds in the word.
- Then ask them: how many sounds in this word?
- As pupils reply that there are two sounds, ask them to identify the first sound and locate the sound- letter match on the alphabet-sound cards.
- Ask a pupil to step up and write the letter "i" in the first box.
- Ask pupils to identify the next sound in the word.
- As several pupils pronounced the /z/ sound, elicit that this sound refers to the letter "s" because after vowels such as "I, e,…", it is pronounced /z/.

- Scaffold pupils if they cannot identify the letter "s" by pointing to the picture that begins with the same sound or reminding them with a pupil's name that begins with the same letter.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word.
- As the pupils identify the third word in the sentence, responding with "a", ask a pupil to write the letter "a" in the letter box.
- Get pupils repeat the whole sentences before writing the fourth word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the fourth word in the sentence, responding with "bag", model the segmentation and clap the sounds of the word.
- Ask pupils to clap and count the sounds in the word.
- As pupils reply that there are three sounds, ask them to identify the first sound of the word.
- As they identify the first letter responding with "b", ask a pupil to step up and write the letter b in the first letter box of the word.
- Then ask pupils to identify the next sound in the word. As several pupils pronounced the /æ/ sound, invite a pupil to come up and record the letter "a" into the letter box.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /g/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter "g".
- Elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.

- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Ask pupils to write down the sentence in their notebooks without boxes and to leave a finger space between each word.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing **(School game)**





Procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.
2. Open the game.
3. Explain the rules of the game to help pupils play successfully.
4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
6. playing the game:

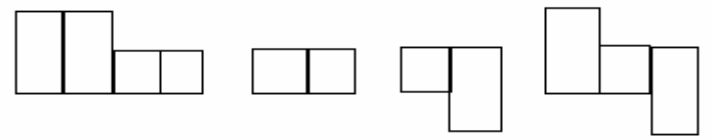
- Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game.
- The player clicks on the "play" button to start playing.
- In the first slide pupils select the right word of school object and type it beside each picture.
- The player checks the answer by clicking on the "check" button to know if it is right or wrong.
- If the answer is wrong, the player receives feedback from the game to try again so the player can erase the wrong answer by using the" back space" button in the keyboard and write the
- right answer. Moreover, if it is right, the player receives congratulation "oh! That's nice".
- The player clicks the next arrow to move to the next slide.
- In the second slide, pupils answer the question: what is it? By completing the sentences with the suitable words.
- Pupils may type one word or two words or type the whole sentence. The process of typing move from the easy level (typing one or two words) to the hard one (typing the whole sentence).

- The winner and the looser receive feedback from the game. The looser tries again and the winner receives congratulation
- Ask pupils to stop playing the game for a while and pay attention to you for an interactive writing as shown in the next part.

Part (d) interactive writing

- Point to your bag and say "this is my bag". Get pupils repeat after you several times.
- Get pupils talk about their school objects beginning with "this is my ……".
- Invite pupils to share the pen with you in writing these sentences: This is my bag, this is my pen, this is my ruler and this is my pencil.
- Ask pupils what you want to write first.
- As pupils say for example: "this is my bag", repeat the sentence and get pupils repeat it after you.
- Elicit that you are going to draw letter boxes for every word in the sentence.

- Draw the boxes of the first word with highlighter and say the word "this", draw the other boxes of the second word and say "is", proceed in this manner until the entire sentence is presented by letter boxes.



(the final letter boxes of the whole sentence)

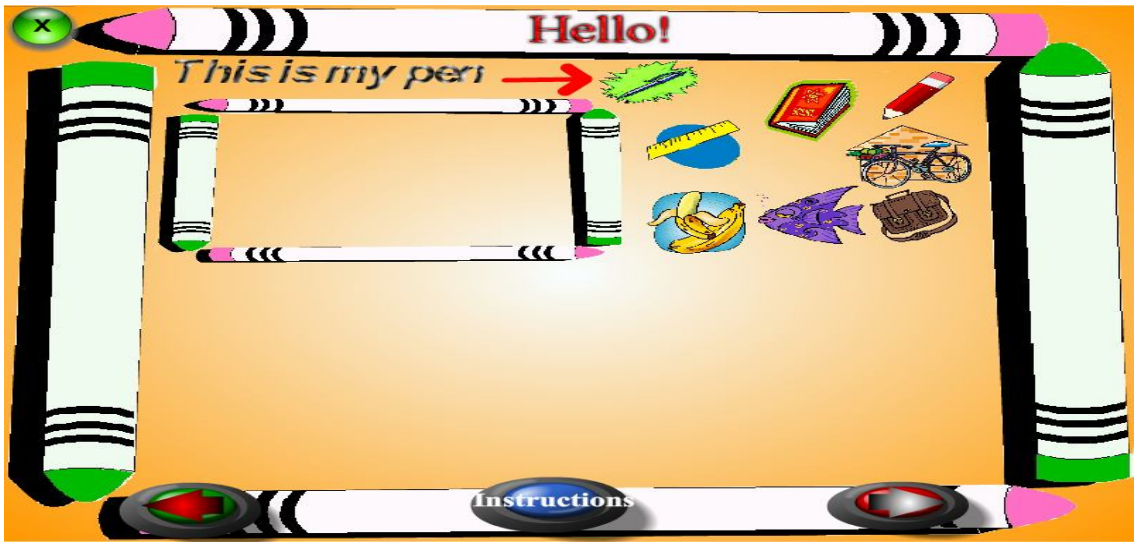
- Tell pupils that you will point to the letter boxes and they will say the words that will go on theses boxes.
- Point to the boxes, on at a time, and say, "This is my bag ".
- Ask pupils to identify the first word in the sentence.
- Model the segmentation of the word into onset and rime e.g. th and is, then ask pupils to do this onset- rime segmentation.

- As the pupils pronounced the / ð / sound, Scaffold them by pointing to the picture that begins with the same sound in the alphabet-sound cards. Then ask a pupil to write the letters (th) into the letter boxes.
- Elicit that the first letter should be capital.
- Get pupils repeat the onset-rime segmentation again to refocus their attention on the meaning of the word.
- As they pronounce the rime "is", invite a pupil to come and write it as shown in the previous examples.
- Elicit that we should leave a space after each word.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts. Then ask pupils to identify the second word in the sentence.
- As they responding that the second word is "is", invite a pupil to come up and write it.
- Reread the whole sentence again to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the third word in the sentence, responding with "my", model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds of the word. Then ask: how many sounds in this word?
- As they reply that there are two sounds, ask them to identify the first sound and locate the sound- letter that match on the alphabet-sound cards.
- As the pupils identify the letter "m", ask a pupil to step up and write the letter "m" in the first box of this word.

- Ask pupils to identify the next sound in the word. As several pupils pronounced the /ai/ sound, ask them to determine the letter that corresponds with this letter.
- If pupils cannot identify the match letter, scaffold them by pointing to the picture card and word card of "butterfly" or "fly" that ends with the sound / ai/ like the word "my".
- Once the pupils identify the letter "y", ask a pupil to come up and write the letter into letter box.
- Get pupils repeat the whole sentences before writing the fourth word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the fourth word in the sentence, responding with "bag", ask pupils to clap the sounds in the word. Then ask a pupil to come and write the whole word as shown in the first example.
- Elicit that we should put a period (.) at the end of the sentence.
- Write the sentence without letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Ask pupils to write down the sentence in their notebooks without boxes and to leave a finger space between each word.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Part (e) Guided writing

- Ask pupils to look at their game and click the next button to continue playing.



- In the fourth slide, pupils select and drag the objects that belong to school and drop them in the appropriate square.
- By dragging the school object the sentence " this is my….." will appear to be completed by the player or write the whole sentence to identify this object.
- Players may type one word or two words or type the whole sentence. The process of typing the sentence move from the easy level (typing one or two words) to the hard one (typing the whole sentence).
- The winner is the person who completes all the sentences correctly. The looser receives feedback to try again.

Follow up (Journal writing)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: ***My school objects***

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your school objects. We will make sure that everyone has a chance to talk.

Think about your school objects or the school objects you'd like to have.

- What school objects do you have?
- What color are your school objects?

Have students think and then share ideas with a partner. Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their school object.

Ask them to do the following:

- Describe your school objects .

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?

- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

Activity sheet (1)

A- Circle the things that belong to school

1. Ask pupils to look at the picture.
2. Tell them to the hidden objects that belong to school.
3. After finding the hidden objects, ask them to write the names of theses objects.

Answer:

2.bag. **3.**pen. **4.**ruler. **5.**book **6.**pencil

Activity sheet (2)

Write. *What is this?*

1. Ask pupils to look at the pictures.
2. Tell them to answer the question "what is this?".
3. Point to number one and ask: what is this? Then say: it is a pencil.
4. Pupils complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read what they have written to check comprehension.

Answer:

2. It is a bag. **3.** It is a pen. **4.** It is a ruler. **5.** It is book

Look and write.

1. Ask pupils to look at the pictures.
2. Point to number one and say: this is my pencil.
3. Have pupils describe each object and write the sentences as shown in example one.
4. Pupils complete the activity on their own.

5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read aloud the sentences they have written to check comprehension.

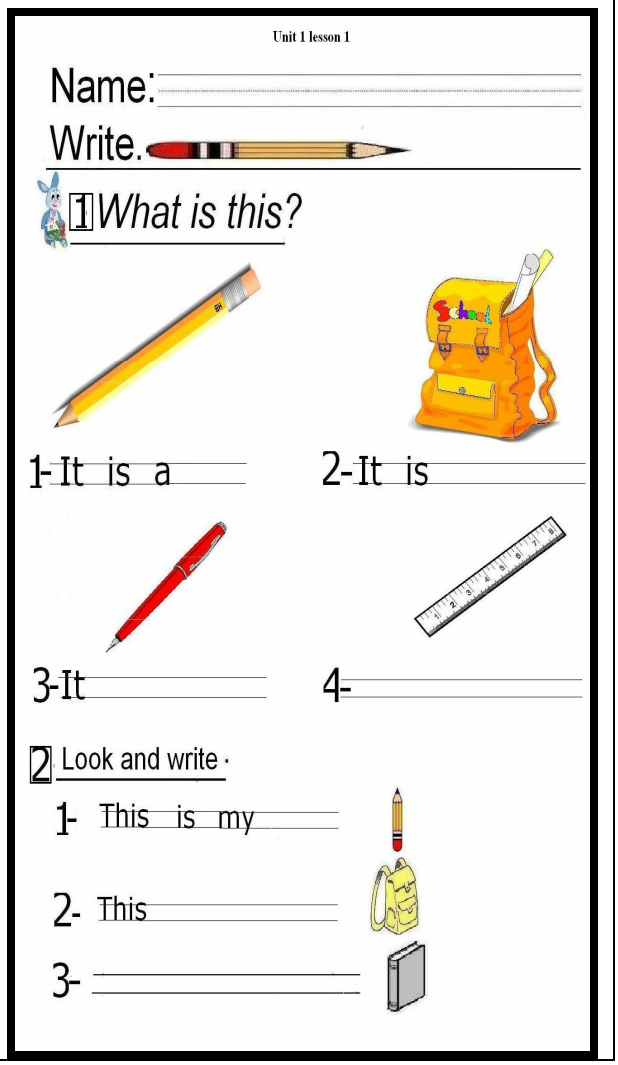
Answer:

1. This is my pencil. **2.** This is my bag. **3.** This is my book.

***Activity sheet* (1)**



***Activity sheet* (2)**



Unit two
Fun time



Unit objectives

1. Writing a description.

2. Using colors to describe.

3. Writing about time.

2.1

UNIT 2 lesson 1

Fun Time

Activity time

Two Sessions

Performance indicators

- Describe actions.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, and brainstorming, using drawing , invented spelling or conventional text.

Warm-up

Discuss in pupils' own language what hobbies or activities they are doing during their holiday.

presentation

Part (A)

- Put the picture cards of the words jumping, singing, dancing and reading on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Hold up a book and mime that you are reading and say I'm reading. Get pupils repeat after you several times.
- Mime that you are singing and say I'm singing. Get pupils repeat after you several times.
- Ask a pupil to hold a book and mime reading.
- Ask him: what are you doing? Encourage him to say I'm reading.
- Ask some pupils to come at the front of the class and mime the action of jumping, dancing, reading and singing.
- Point to the first pupil and ask what is he doing?

- Reread drafts for meaning and to improve correctness.
- Revise a draft by rereading for meaning or using a checklist.
- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards
Alphabet-sound cards
Word pattern cards(-ing cards)
computer

New language

What are you doing?
I am……..ing.
I am dancing.
What is s/he doing?
s/he is…….ing.
s/he is dancing

New words

jumping, singing, dancing, reading

Say he is jumping. Get pupils repeat after you several times.

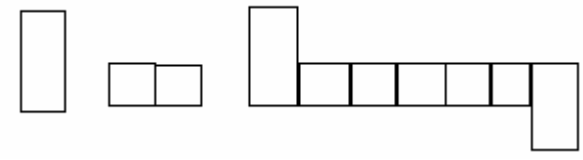
- Point to a girl and ask what is she doing? say she is singing. Get pupils repeat after you several times.
- Ask individual pupils to come to the front of the class and say what pupils are doing.

Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing these sentences:, I am dancing. I am jumping, he is jumping, she is dancing, he is reading, she is singing.
- Ask pupils what you want to write first.
- As pupils say for example: " I am dancing ", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.
- Draw the box of the first word with highlighter and say the word "i",

draw the other boxes of the second word and say "am", proceed in

this manner until the entire sentence is presented by boxes.



(the final boxes of the whole sentence)

- Draw the box of the first word with highlighter and say the word "i", draw the other boxes of the second word and say "am", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "I am dancing".
- Ask pupils to identify the first word in the sentence.
- As pupils identify the word "I", ask a pupil to come and write the letter " I ".
- Elicit that the first letter should be capital.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "am".
- Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask how many sounds in this word?
- As the pupils say that there are two. Ask pupils to identify the first sound in the word.
- As the pupils pronounced the /æ/ sound ask a pupil to come and write the letter "a" into the letter box.
- Ask pupils to identify the next sound in the word.
- As the pupils pronounced the /m/ sound, encourage them to use the alphabet-sound cards to locate the picture that begins with the same sound. Then invite pupil to write the letter "m" into the letter box.
- Get pupils repeat the whole sentences before writing the third word

to refocus their attention on the meaning of the sentence and the remaining parts.

- As the pupils identify the third word in the sentence, responding with "dancing", Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask how many sounds in this word?
- As the pupils say that there are six. Ask pupils to identify the first sound in the word.
- As the pupils pronounced the /d/ sound ask a pupil to come and write the letter "d" into the letter box.
- Ask pupils to identify the second sound in the word. As the pupils pronounced the /a:/ sound ask a pupil to come and write the letter "a" into the letter box.
- Ask pupils to identify the third sound in the word. As the pupils pronounced the /n/ sound, invite a pupil to come and write the letter "n" into the box.
- Ask pupils to identify the fourth sound in the word.
- As several pupils pronounced the /s/ sound, scaffold pupils by writing the word "face" on the board and pronounce it. Then pronounce the word dancing in order to help pupils identify the letter that corresponding with the sound /s/.
- As pupils say the letter c , invite a pupil to come and write the letter "c" in its box.
- Repeat the word dancing again and ask pupils to identify the fifth and six sounds in the word.
- As several pupils pronounced the /iŋ/, Scaffold pupils by reminding them with the word sing.
- Write the word sing on the board and pronounce it and confirm on the last rime (-ing) then pronounce the word dancing to help pupils determine the letters that correspond with the sounds /iŋ/.

- As pupils identified the letters "ing", invite a pupil to write the letters in their boxes.
- Elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Scaffold pupils to use sight words (e.g. word walls), or remind them with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing **(Word catch game)**



procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.
2. Open the game.
3. Explain the rules of the game to help pupils play successfully.

4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
6. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name and click "ok" to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - In the first slide, get pupils search in the garden to find the suitable action words that describe the rabbit.
 - After finding the suitable word, the player drags the word into the box. If the word drag is incorrect, the game will scaffold the player by providing a hint for the player that the word drag is incorrect and therefore it can't be dropped into the box.
 - After dragging the word the player types it to complete the sentence: "he is…….".
 - After typing the words into the suitable boxes, the player clicks the "check" button to check his answer.
 - The completion of the sentence moves from the easy level (type one or two words) to the hard one (type the whole sentence).
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - After dragging and typing each word, the play clicks the "arrow" button to move to the second slide to continue playing.
 - The player proceeds in the same manner until the end of the game.

Follow up (Journal Writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *Something I like to do*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about the things you like and dislike. We will make sure that everyone has a chance to talk.

Think about the things you like to do.

- What things do you like to do?
- Do you like reading, singing, dancing, or something else?

Have students think and then share ideas with a partner. Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about something they like to do. Ask them to do the following:

- Tell what you are doing every day.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with

their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.

- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

Activity sheet

A- Add "ing" to each word below, then write the new word.

1. Tell pupils to focus on the pictures and to decide what each person is doing.
2. Tell them to add ing to the written words.
3. Do and illustrate the first example to together: **read ⟶ reading**
4. Get pupils complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read aloud the sentences they have written to check comprehension.

Answers:

2. singing **3.** dancing **4.** jumping

B-Write your own sentences using the words above.

1. Get the pupils to look at the picture.
2. Tell them to use the words above to make sentences.
3. Do the first example together: he is reading.
4. Get pupils complete the activity on their own.
5. Guide pupils in their writing by providing suitable feedback or conferencing with individual pupils concerning the conventional spelling.

Name:

write

A- Add **ing** to each word below, then write the new word.

1-  read → ing → reading

2-  sing → ing → ____

3-  dance → ing → ____

4-  jump → ing → ____

B- **Write your own sentences using the words above.**

1- He is reading .

2- ____

3- ____

4- ____






Answers:

2- He is singing. 3-She is dancing. 4- She is jumping.

2.2

UNIT 2 lesson 2

Fun Time

Activity time

Two Sessions

Performance indicators

- Describe people.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, and brainstorming, using drawing , invented spelling or conventional text.

Warm-up

- Check the previous assignment.
- Discuss in pupils' own language what hobbies or activities they are doing during their holiday.

presentation

Part (A)

Part (A)

- Put the picture cards of the words, happy, sad, fat, thin, tall and short on the board.
- Point to each picture and name it. Repeat several times and get pupils repeat after you.
- Hold up a picture card of the word happy and say I'm happy. Get pupils repeat after you several times.
- Point to a pupil and ask him "are you happy or sad?" encourage him to say I'm happy.
- Give a pupil a picture card of the word sad and invite him to come at the front of the class and encourage him to say I'm sad.
- Ask some pupils to come at the front of the class. Give each pupil a picture card of the previous words. Point to a boy and ask : is he sad or happy? Respond he is happy.

- Reread drafts for meaning and to improve correctness.
- Revise a draft by rereading for meaning or using a checklist.
- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards

Alphabet-sound cards

computer

New language

I am sad,…….ect.

S/he is sad.

S/he fat. S/he is thin.

S/he is tall.

New words

Happy, sad, fat, tall,

thin, short

- Get pupils repeat after you several times.
- Point to a girl and ask: is she short or tall? Pupils respond she is tall.
- Call individual pupils to come to the front of the class and describe each pupil.
- Invite individual pupils to come to the front of the class and describe themselves (appearance/feeling).

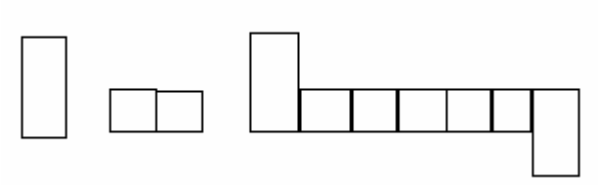
Part (B)
interactive writing

- Invite pupils to share the pen with you in writing the previous sentences: I am sad, I am ……,.ect. S/he is sad. S/he is happy.
- Say he is jumping. Get pupils repeat after you several times.
- Point to a girl and ask what is she doing? say she is singing. Get pupils repeat after you several times.
- Ask individual pupils to come to the front of the class and say what pupils are doing.

Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing these sentences:, I am dancing. I am jumping, he is jumping, she is dancing, he is reading, she is singing.
- Ask pupils what you want to write first.

- As pupils say for example: " I am dancing ", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.
- Draw the box of the first word with highlighter and say the word "i", draw the other boxes of the second word and say "am", proceed in this manner until the entire sentence is presented by boxes.



(the final boxes of the whole sentence)

- Draw the box of the first word with highlighter and say the word "i", draw the other boxes of the second word and say "am", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "I am sad".
- Ask pupils to identify the first word in the sentence.
- As the pupils pronounced the /ai/ sound, ask a pupil to come and write the letter "I".
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "am", invite a pupil to come and write the letters "am" in the letter boxes as shown before.
- Get pupils repeat the whole sentences before writing the third word.
- As the pupils identify the third word in the sentence, responding with "sad", Model the segmentation and clap the sounds in the word.

- Ask pupils to clap the sounds in the word.
- Then ask how many sounds in this word?.
- As the pupils say that there are three sounds, Ask pupils to identify the first sound in the word.
- As several pupils pronounced the /s/ sound, invite a pupil to come up and record the letter "s".
- Ask pupils to identify the second sound in the word.
- As several pupils pronounced the /æ/ sound, invite a pupil to come up and record the letter "a".
- Then Ask pupils to identify the third sound in the word. As several pupils pronounced the /d/ sound, invite a pupil to come up and record the letter "d" into the letter box.
- Scaffold pupils if they can't identify the letters that matches with the sound by pointing to the picture that begins with the same sound on the alphabet-sound cards.
- Elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Ask pupils to write down the sentence in their notebooks without boxes and to leave a finger space between each word.
- Follow the same procedures in writing the other sentences.

Guided writing (*outlook game)*

Procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.

2. Open the game.
3. Explain the rules of the game to help pupils play successfully.



4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
6. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - In the first slide, get pupils search in the garden to find the suitable words that describe the rabbit's appearance.
 - After finding the suitable word, the player drags the word into the box. If the word drag is incorrect, the game will scaffold the player by providing a hint for the player that the word drag is incorrect and therefore it can't be dropped into the box.
 - After dragging the word the player types it to complete the sentence: "he is…….".

- After typing the words into the suitable boxes, the player clicks the "check" button to check his answer if it is right or wrong.
- The completion of the sentence moves from the easy level (type one or two words) to the hard one (type the whole sentence).
- The player receives feedback from the game when he succeeds and when he fails in order to try again.
- After dragging and typing each word, the play clicks the "arrow" button to move to the second slide to continue playing.
- The player proceeds in the same manner until the end of the game.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My Favorite Toy*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about the things you like and dislike. We will make sure that everyone has a chance to talk. Think about your favorite toy.

- What's her name?
- What does she look like?
- Is she tall, or short, or fat, or thin?
- What do you like to do with your favorite toy?

Have students think and then share ideas with a partner. Briefly share ideas until students share sufficient ideas from which to draw and write. Write

examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their favorite toy. Ask them to do the following:

- Tell about her name
- Tell how old she is.
- Describe your favorite toy.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

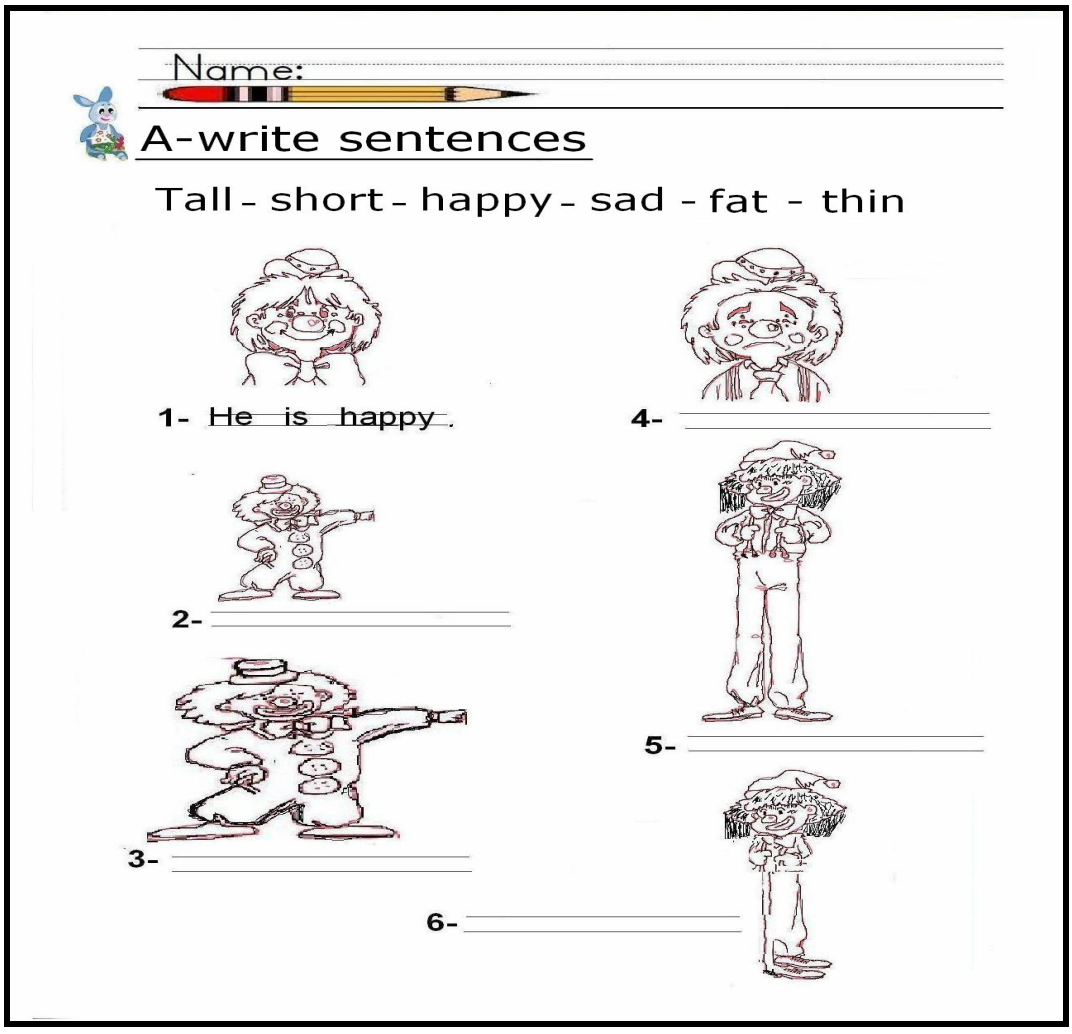
Evaluation

Activity sheet

A- Write the sentences.

1. Tell pupils to focus on the pictures and to describe what each person looks like.
2. Read together the words at the top of the page.
3. Tell them to use the words at the top of the page in describing each picture.
4. Do the first example together: He is happy.

5. Get pupils complete the activity on their own.
6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read aloud the sentences they have written to check comprehension.



Answers:

2. He is short.
3. He is fat.
4. He is sad.
5. She is tall.
6. She is thin.

2.3

UNIT 2 lesson 3
Fun Time

Activity time

Two sessions

Performance indicators

- Write words of colors.
- Answer questions concerning colors.
- Describe objects using colors.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through

Warm-up

- Check the previous assignment.
- Discuss in pupils' own language what colors they like.

presentation

Part (A)

- Put the picture cards of red, green, blue, yellow, brown, white, on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Randomly point to the color cards and get the pupils to say the name of the color.
- Point to the red color and ask what color is it? Reply, it is red.
- Get pupils repeat after you several times.
- Point to green and say what color is it? Encourage pupils to say, it is green.
- Ask two pupils to come to the front of the class to ask and answer questions about the other colors.
- Hold up a picture of tree and say, the tree is

talking, sharing, brainstorming, and discussion using drawing , invented spelling or conventional text.

- Revise a draft by rereading for meaning or using a checklist for revising writing.
- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards

Color word wall

Alphabet-sound cards

Computer

New language

What color is it? It is …

It is red. /

The tree is green

The book is red.

New words

Red, green, blue, yellow, fish brown, white, tree, book, the

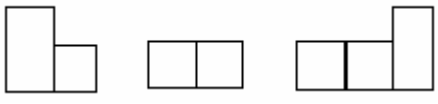
green. Get pupils repeat after you several times.

- Point to a red book and say, the book is red. Get pupils repeat after you.
- Ask a pupil to come at the front of the class and give him a blue pen. Encourage him to say the pen is blue.
- Ask pupils to look a round them and describe the colored objects.

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: It is red. It is blue., It is yellow. It is green. It is brown.
- Ask pupils what you want to write first.
- As pupils say for example: "it is red", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.
- Draw the boxes of the first word with highlighter and say the word "it", draw the other boxes of the second word and say "is", proceed in this manner until the entire sentence is presented by boxes.



(the final boxes of the whole sentence)

- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.

- Point to the boxes, one at a time, and say, "it is red".
- Ask pupils to identify the first word in the sentence.
- Model the segmentation and clap the sounds in the word then ask pupils to clap the sounds in the word.
- Then ask: how many sounds in this word?
- As pupils reply that there are two, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "it". As the pupils pronounced the /i/ sound, ask a pupil to come and write the letter that corresponds with this sound.
- If he can't identify the letter, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards or the vowel pinch strip such as the word "insect" or "in". Then ask him to write the letter into the box.
- Elicit that the first letter of the sentence should be capital.
- Ask pupils to identify the next sound in the word. As the pupils pronounced the /t/ sound, invite pupil to write the letter into the letter box.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "is", ask a pupil to come and write the word "is" as shown in the previous lessons.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word.
- As the pupils identify the third word in the sentence, responding with "red", Model the segmentation and clap the sounds of the word. Then ask pupils to clap the sounds in the word.

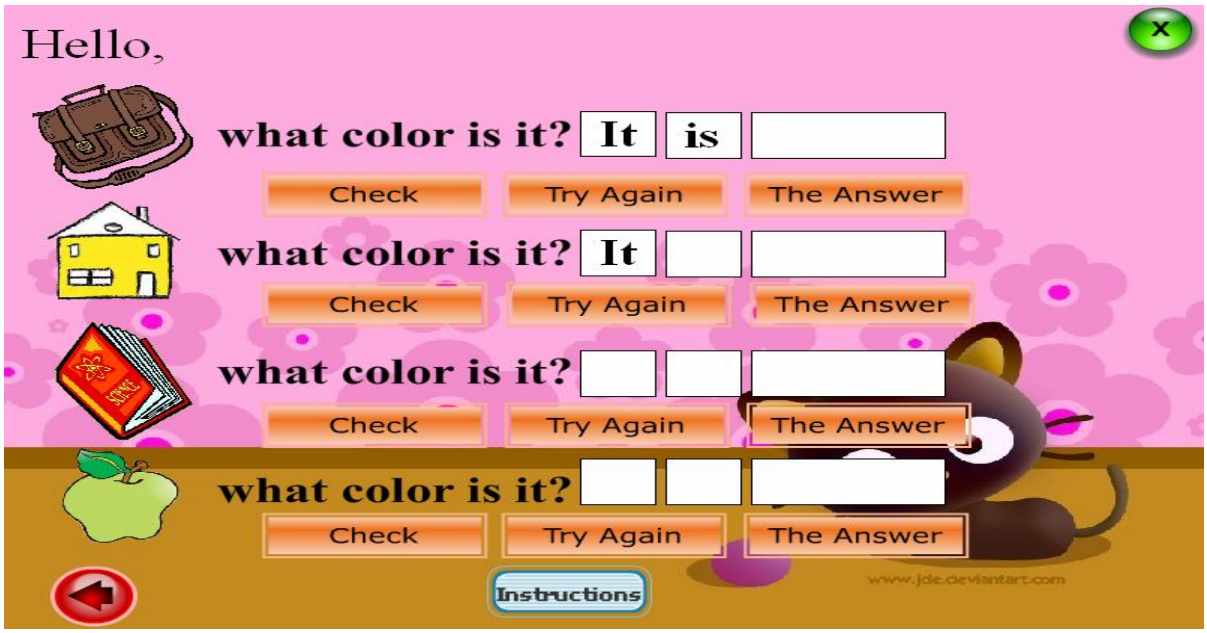
- Ask them how many sounds in this word.
- As pupils say that there are three, ask them to identify the first sound.
- As pupils identify the /r/ sound, invite a pupil to step up and write the letter "r" into the letter box.
- Then ask pupils to identify the next sound in the word. As several pupils pronounced the /e/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter "e".
- Scaffold pupils if they can't identify the letter that matches the sound by pointing to the picture that begins with the same sound such as "egg" or a pupil's name that begins with the same letter.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /d/ sound, invite a pupil to come up and record the letter "d".
- Elicit that we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the boxes and elicit that there should be a space among words.
- Ask pupils to read the whole sentence after finishing writing.
- Ask pupils to write down the sentence in their notebook and to leave a space among words.
- Follow the same procedures in writing the other sentences.
- Use word cards or word walls to help pupils write words with irregular sounds.

Part (c) Guided writing *(colors game)*

Procedures

1. Divide pupils into groups of three or two. Allow each group to sit on a computer.
2. Open the game.
3. Explain the rules of the game to help pupils play successfully.

4. Remind pupils with the function of each button to deal easily with the game.
5. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.



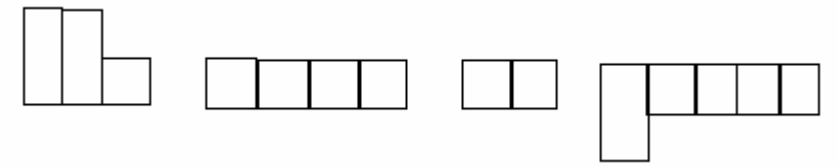
6. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name and click "ok" to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - In the first slide, get pupils write the words of color in the suitable boxes by using keyboard.
 - Scaffold pupils to use the words at the top of the slide to help them in writing the color words.
 - After writing the suitable word color, the player clicks the "check" button to check the answer.
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - The player clicks the "try again" button to try again.

- The player clicks the "answer" button to know the right answer.
- After finishing the writing of word colors, the player clicks the "next" button to move to the second slide to continue playing.
- In the second slide, the player answers the question "what color is it?" by writing the answers using keyboard.
- After writing the answer, the player clicks the "check" button to check the answer.
- The player receives feedback from the game when he succeeds and when he fails in order to try again.
- The player clicks the "try again" button to try again.
- The player clicks the "answer" button to know the right answer.

The player's answer moves from the easy level (type one or two words) to the hard one (type the whole sentence).

Part (d) interactive writing

- Invite pupils to share the pen with you in writing these sentences: The tree is green, the book is red, the fish is blue, the cat is yellow.
- Ask pupils what you want to write first.
- As pupils say for example: "the tree is green", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "the", draw the other boxes of the second word and say "tree", proceed in this manner until the entire sentence is presented by boxes.

- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "the tree is green".
- Ask pupils to identify the first word in the sentence.
- As the pupils identify the first word responding with "the", remind them with their friend Hisham in hand in hand 1 unit 5 when he says "I like the blue house".
- Write Hisham's words on the board and read it word by word.
- Get pupils point to the word "the" in Hisham's sentence.
- As pupils identified the word "the", invite a pupil to write "the" in the boxes.
- Elicit that the first letter should be capital and we should leave a space between words.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- Ask pupils to identify the second word in the sentence.
- As the pupils identify the second word in the sentence, responding with "tree", model the segmentation into onset and rime e.g. "t" and "ree", then ask pupils to do this onset- rime segmentation.
- As pupils model the segmentation, ask a pupil to set up and write the letter "t" into the letter box.
- Ask pupils to identify the second rime of the word.
- As the pupils say "ree", scaffold pupils by reminding them that this rime is similar to the rime of the word "three".
- As pupils identify the rime "ree", ask a pupil to come and write the rime "ree".

- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the third word in the sentence, responding with "is", invite a pupil to come and write the word "is" as shown before in the previous example.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the fourth word.
- Ask pupils to identify the fourth word.
- As they say" green", Model onset- rime segmentation of the word into " g" and "reen"
- Ask pupils to identify the first letters. As they say "g" invite a pupil to write it.
- Get pupils segment the word a gain to focus them on the remaining rime.
- As the pupils identify the rime "reen", scaffold them that the rime "ree" is similar to the rime "ree" in the words "tree" and "three".
- As pupils identify the letters "ree", ask a pupil to write them into the letter boxes.
- Ask pupils again to identify the last letter in the word.
- As the pupils say "n", ask a pupil to write the letter "n".
- Elicit that we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the boxes and elicit that there should be a space among words.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word cards or word walls to help pupils write words with irregular sounds.

Part (e) Guided writing *(coloring game)*



Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - In the first slide, get pupils color the object with the suitable color according to the word color that is written on the object.

- The player clicks on the suitable color button then click on the object to be painted with the chosen color.
- After coloring, the player describes the colored object.
- After typing the description, the player clicks the "check" button to check the answer.
- The player receives feedback from the game when he succeeds and when he fails in order to try again.
- The player clicks the "try again" button to try again.
- The player clicks the "answer" button to know the right answer.
- The player clicks the "next" button to move to the second slide to continue playing.
- The player's typing of object description moves from the easy level (type one or two words) to the hard one (type the whole sentence).

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *A Special Place*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about a special place you always visit. We will make sure that everyone has a chance to talk.

- Where or what is this place?

- What do you see there?
- What color of the things you see there?
- What do you do there?
- Do you like this place?
- What do you like to do in your special place?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about a special place. Ask them to do the following:

- Describe a place that is important to you.
- Tell what you do in your special place.
- Tell if you like this place or not.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?

- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

Activity sheet (1)

A- Color the pictures then complete the sentences using the word boxes.

1. Tell pupils to look at the pictures and color them according to the written word color under each picture.
2. After finishing coloring, tell pupils to describe the colored cats using the words boxes.
3. Read together the words under each picture.
4. Do the first example together: the cat is white.
5. Get pupils complete the activity on their own.
6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read aloud the sentences they have written to check comprehension.

Answers:

2. The cat is white. 3. The cat is black. *4- The cat is red.* *5.* The cat is green.

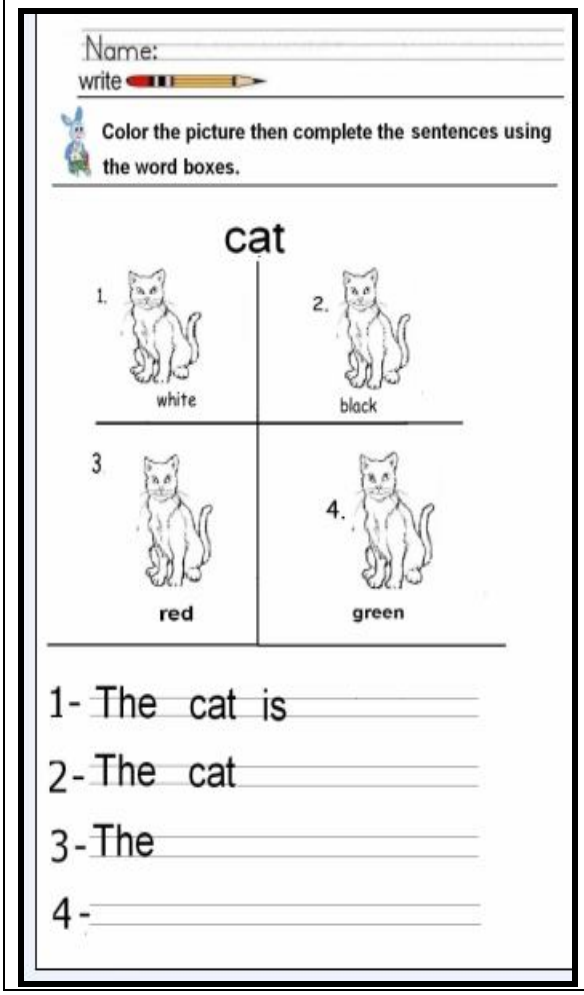
Activity sheet (2)

Color the picture and answer the questions.

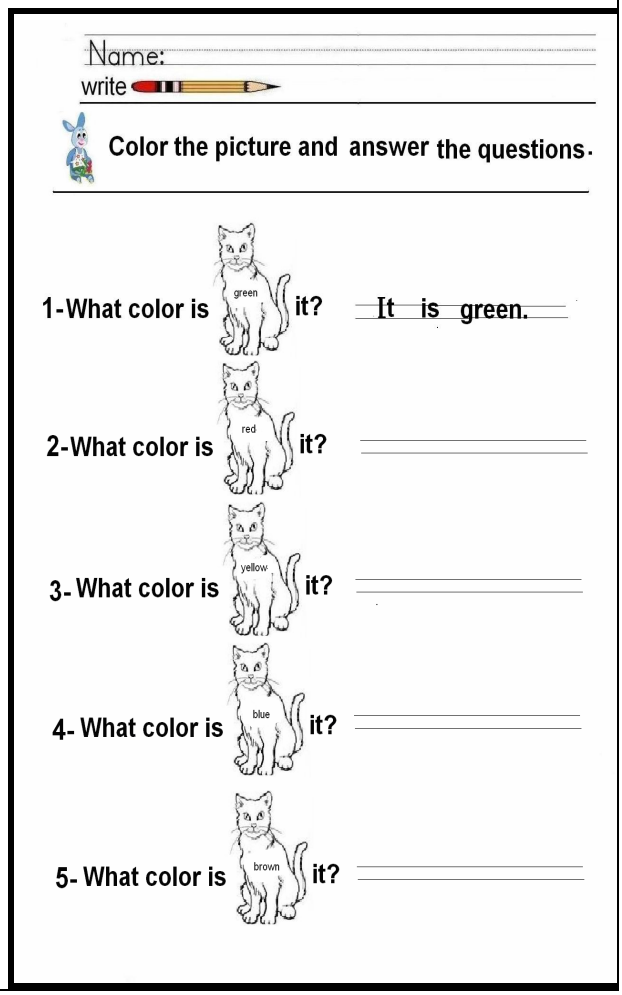
1. Tell pupils to look at the pictures and color them according to the written word color on each picture.
2. After finishing coloring, tell pupils to answer the question "what color is it?".
3. Do the first example together: it is green.
4. Get pupils complete the activity on their own.
5. Tell pupils that they can use the written word colors on the cats in writing the sentences.

6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read aloud the sentences they have written to check comprehension.

Activity sheet (1)



Activity sheet (2)



Answer:

2. It is red. **3.** It is yellow. **4.** It is blue. **5.** It is brown.

2.4

UNIT 2 lesson 4
Fun Time

Activity time

Two sessions

Performance indicators

- Write about time.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing , invented spelling or conventional text.
- Revise a draft by

Warm-up

- Review numbers from one to ten. And present the numbers and the word numbers of eleven and twelve.
- Show pupils a clock and ask them in their own language what's the time.

presentation

Part (A)

- Hold up a clock and say clock. Get pupils repeat after you several times.
- Tell pupils that they are going to know the time.
- Move the hands of the clock to be on one o'clock and say: what's the time? Reply it's one o'clock.
- Get pupils repeat after you several times.
- Elicit that the word o'clock refers to the hour exactly as stated according to the clock.
- Move the hands to be on two o'clock and say: what's the time? Reply it's two o'clock. Get pupils repeat after you several times.
- Move the hands to be on three o'clock and

rereading for meaning or using a checklist for revising writing.

- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards

Word wall of Word numbers, computer

Alphabet-sound cards

New language

What's the time?

It is one o'clock.

It is……. o'clock.

New words

word numbers from 1-12

clock, o'clock

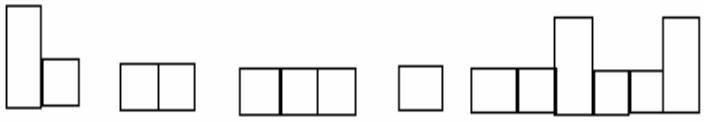
say: what's the time? Pupils respond: it's three o'clock.

- Move the hands to be on four o'clock and say: what's the time? Pupils respond: it's four o'clock.
- Repeat this with pupils then ask two pupils to come to the front of the class to ask and answer about the time.

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: It is one o'clock. It is…… o'clock,…….ect.
- Elicit that we say it's six o'clock, but that we write it is six o'clock.
- Ask pupils what you want to write first.
- As pupils say for example: it is one o'clock, repeat the sentence and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "it", draw the other boxes of the second word and say "is",

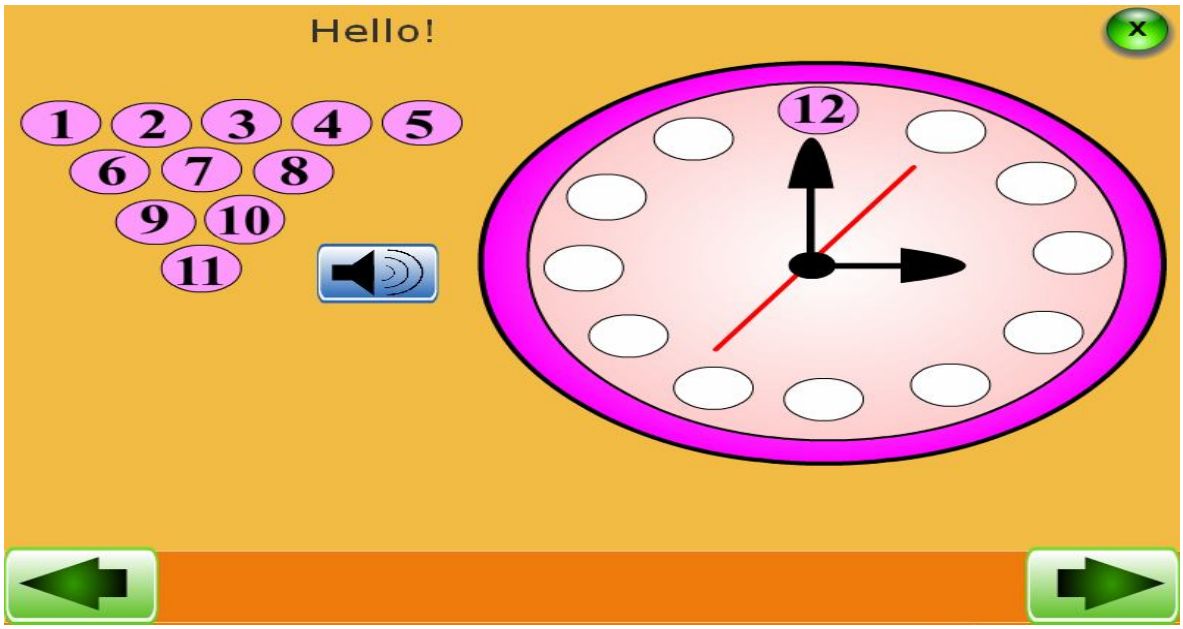
proceed in this manner until the entire sentence is presented by boxes.

- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "it is one o'clock".
- Ask pupils to identify the first word in the sentence.
- As the pupils identify the first word in the sentence responding with "it", invite a pupil to write the whole word as shown in the previous lessons.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "is", ask a pupil to write the word "is" as shown in the previous lessons.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word.
- As the pupils identify the third word in the sentence, responding with "one", ask a pupil to come and write the word "one".
- Scaffold him if he can't write the word "one" by pointing to the number word wall to help him in writing the word number.
- As the pupil identifies the word "one", ask him to write it into the letter boxes.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the fourth word.
- As the pupils identify the third word in the sentence, responding with "o'clock", Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?

- As the pupils reply that there are five sounds, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "o'clock".
- As the pupils pronounced the /ə/ sound, invite a pupil to come up and record the letter "o"
- If he didn't identify the letter, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards such as "orange" or "ox". Then ask him to write the letter into the box.
- Ask pupils to identify the next sound in the word.
- As the pupils pronounced the /k/ sound, encourage them to use the alphabet-sound cards to locate the picture that begins with the same sound. Then invite a pupil to write the letter "c" into the letter box.
- Ask pupils to identify the third sound in the word.
- As several pupils pronounced the /∟/ sound, encourage pupils to use their alphabet-sound cards to locate the picture that begins with the same sound. Once the pupils agreed upon the match, invite a pupil to come up and record the letter (l).
- Ask pupils to identify the fourth sound in the word. As several pupils pronounced the /o/ sound, invite a pupil to come up and record the letter (o).
- Ask pupils to identify the fifth sound in the word.
- As several pupils pronounced the /k/ sound, invite a pupil to come up and record the letters that match with this sound.
- Scaffold pupils by pointing to the word "black" in the color word wall that ends with the same sound. Pronounce the word "o'clock" and the word "black" to help them identify the last letters that match the sound /k/.
- As the pupils identify the letters that match the sound/k/, invite a pupil to come and write the letters "ck".

- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put apostrophe (') after the letter o in the word (o'clock) and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing *(clock game)*



Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.

4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game as a player.
 - The player clicks the  speaker button to listen to the time.
 - After listening to the game, the player place the numbers on the clock face by dragging the number and dropping it in the correct place.
 - The player then writes the time that he heard.
 - After typing the time, the player clicks the "check" button to check the answer.
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - The player clicks the "try again" button to try again.
 - The player clicks the "answer" button to know the answer.
 - The player may write word or two words or the whole sentences to tell the time.
 - The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).
 - The player clicks the  arrow button to move to the next slide to continue playing.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).

- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My daily hobbies*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your daily hobbies. We will make sure that everyone has a chance to talk.

- What are your daily hobbies?
- Do you read daily? What time do you read?
- Do you play daily? What time do you play?
- Do you sing? What time do you sing?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their daily hobbies. Ask them to do the following:

- Tell about your hobbies.
- Tell what time do you play.
- Tell what time do you sing, read,…….etc.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√)

or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.

☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.

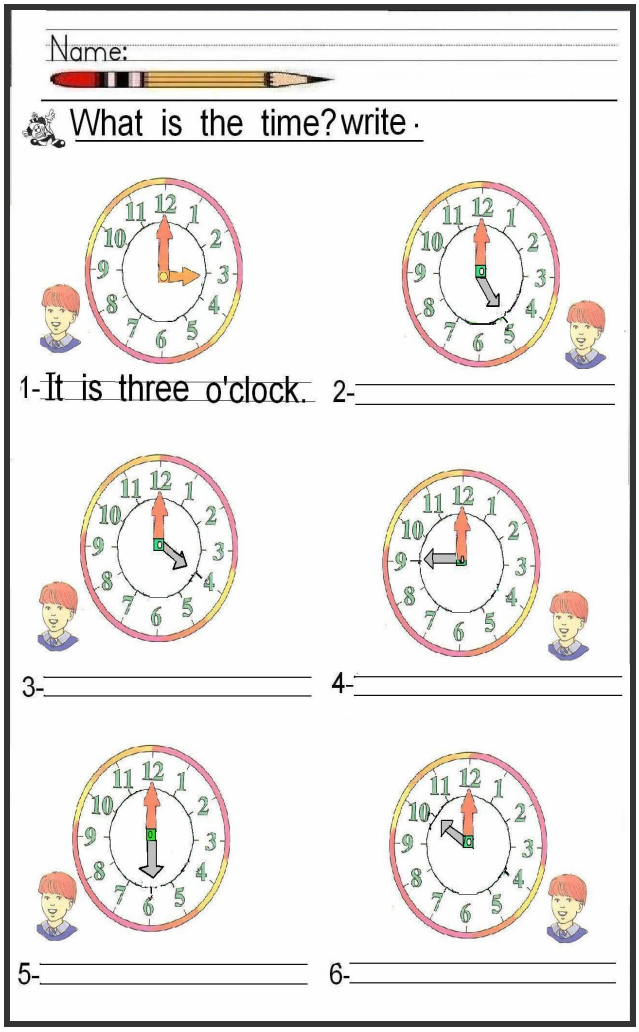
☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.

☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation (*Activity sheet*)

A- What is the time? Write.

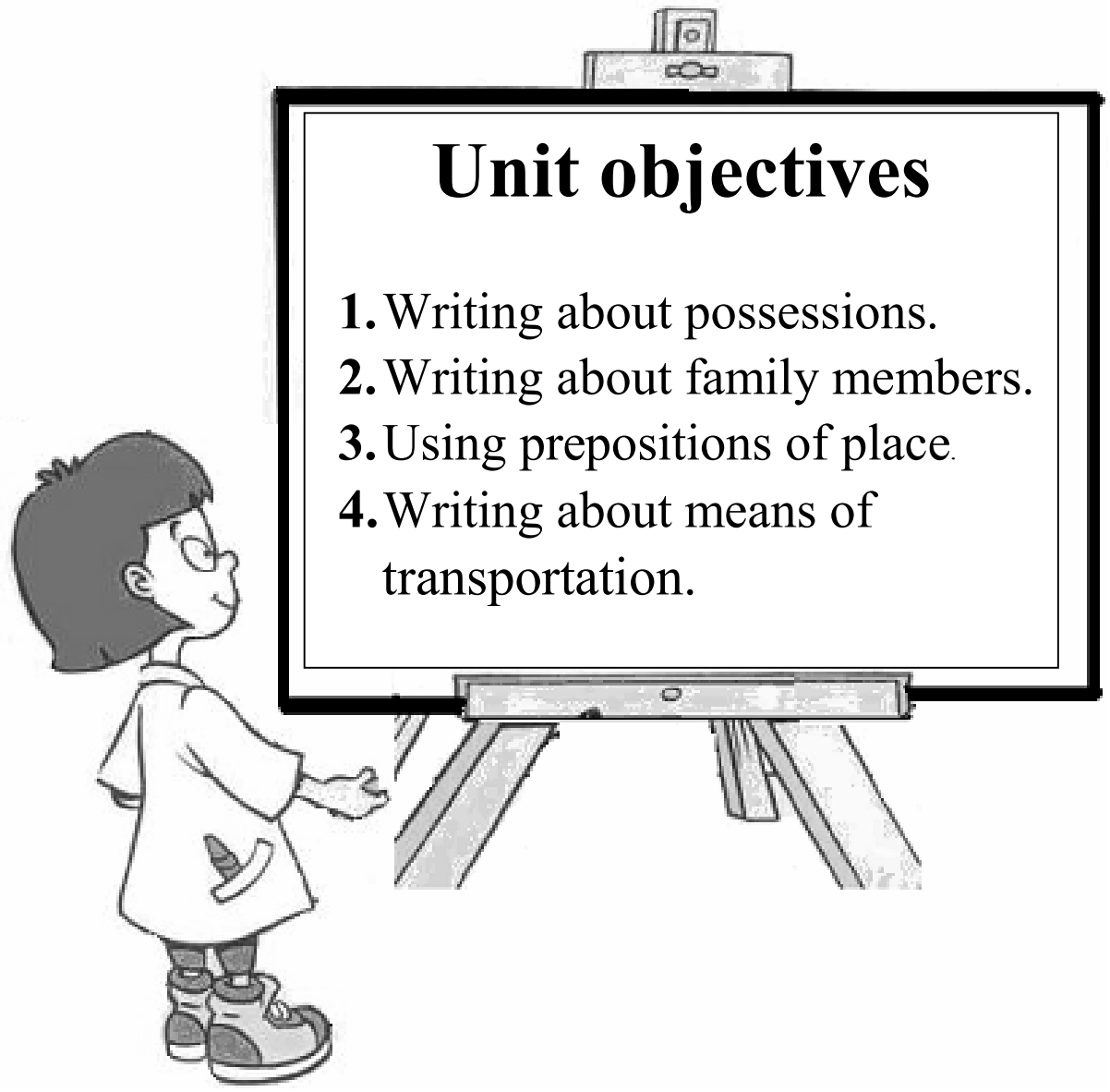
1. Ask pupils to look at the pictures.
2. Tell pupils that they will write sentences about the time.
3. Do the first example with the pupils to make the activity clear. Example: it is three o'clock.
4. Tell pupils that they will complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read two or three of the sentences they have written.



Answers:

2-It is five o'clock. 3- It is four o'clock
4- It is nine o'clock. 5- It is six o'clock.
6- It is ten o'clock.

Unit three
Where I live



Unit objectives

1. Writing about possessions.
2. Writing about family members.
3. Using prepositions of place.
4. Writing about means of transportation.

3.1

UNIT 3 lesson 1
Where I live

Activity time

Two sessions

Performance indicators

- Describe people stating possession.
- Using letter/sound knowledge to write some words.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using

Warm-up

- Check the previous assignment.
- Discuss in pupils' own language what things they have in their house.

presentation

Part (A)

- Put the picture cards of Fan, mat, cat, dog, TV. and door on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Hold up a picture of dog and say: in my house, I have a dog. Repeat the sentence I have a dog several times and get pupils repeat after you.
- Ask a pupil to come to the front of the class. Give him a picture of cat and prompt him to say I have a cat.
- Ask another pupil to come to the front of the class. Give him a picture of TV. and encourage him to say I have a TV.
- Ask individual pupils to come to the front of the class to do the same.

drawing , invented spelling or conventional text.

- Revise a draft by rereading for meaning or using a checklist for revising writing.
- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards

computer

Alphabet-sound cards

New language

I have……..

e.g. I have a mat

I have a cat

I have a dog

New words

Fan, mat, cat, dog,

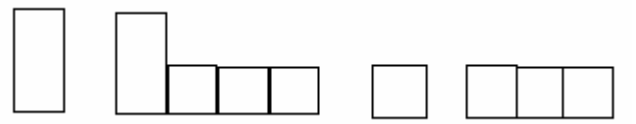
TV., door

- Encourage pupils to talk also about the school object or other things they have in their house.

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: I have a mat, I have a fan, I have a TV., I have a door, I have a cat, I have a dog.
- Ask pupils what you want to write first.
- As pupils say for example: "I have a mat", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.
- Draw the boxes of the first word with highlighter and say the word "i", draw the other boxes of the second word and say "have", proceed in this manner until the entire sentence is presented by boxes.



(the final boxes of the whole sentence)

- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, " I have a mat".

- Ask pupils to identify the first word in the sentence.
- As pupils identify the first word, responding with "I", invite a pupil to come and write it in the first box.
- Elicit that the first letter should be capital.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "have", Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As the pupils reply that there are three sounds, Ask pupils to identify the first sound.
- As pupils say /h/ sound, invite a pupil to come and write the letter "h".
- Scaffold pupils if they can't identify the sound-letter match by pointing to the picture that begins with the same sound on the sound-letter cards.
- Ask pupils to identify the next sound in the word. As several pupils pronounced the /æ/ sound, invite a pupil to come up and record the letter that match with this sound..
- Then ask pupils to identify the third sound in the word. As several pupils pronounced the /v/ sound, invite a pupil to come up and record the letter.
- Scaffold pupils if they can't identify the sound-letter match by pointing
- to the picture that begins with the same sound on the sound-letter cards.
- Elicit that at the end of this word there is "e".
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third part.

- As the pupils identify the third word in the sentence, responding with "a", invite a pupil to come up and record the letter.
- Get pupils repeat the whole sentences before writing the fourth word to refocus their attention on the meaning of the sentence and the remaining parts.
- As pupils identify the fourth word in the sentence, responding with "mat", model the segmentation of and clap the sounds of the word .
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As the pupils say that there are three sounds, ask a pupil to come and write the whole word.
- If he can't write the word, scaffold him by pronouncing the first sound /m/ by saying /m/m/m/.
- As the pupil identifies the sound-letter match, ask him to write the letter "m".
- Then ask pupils to identify the next sound in the word. As several pupils pronounced the /æ/ sound, invite a pupil to come up and record the letter.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /t/ sound, invite a pupil to come up and record the letter "t".
- Scaffold pupils to use their alphabet-sound cards to locate the picture that begins with the same sound.
- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes and elicit that there should be a space among words.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.

Guided writing (dollhouse game)



Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - The player drags the objects to decorate the house to be beautiful.
 - After dragging each object, the player writes about what he possesses in his house.
 - After typing the description, the player clicks the "check" button to check the answer.

- The player receives feedback from the game when he succeeds and when he fails in order to try again.
- The player clicks the "try again" button to try again.
- The player clicks the "answer" button to know the right answer.
- The player may write word or two words or the whole sentences to describe his possessions.
- The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).
- The player receives feedback from the game after each response.
- The winner is the person who manages to decorate the house and write about what he possesses.
- The looser is the person who fails in writing about what he possesses therefore he tries again.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My house*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your house. We will make sure that everyone has a chance to talk.

- What color is your house?
- What things do you have in your house?

- What color of these things?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about your house. Do the following:

- Describe your house.
- Tell what things do have in your house.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?

- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

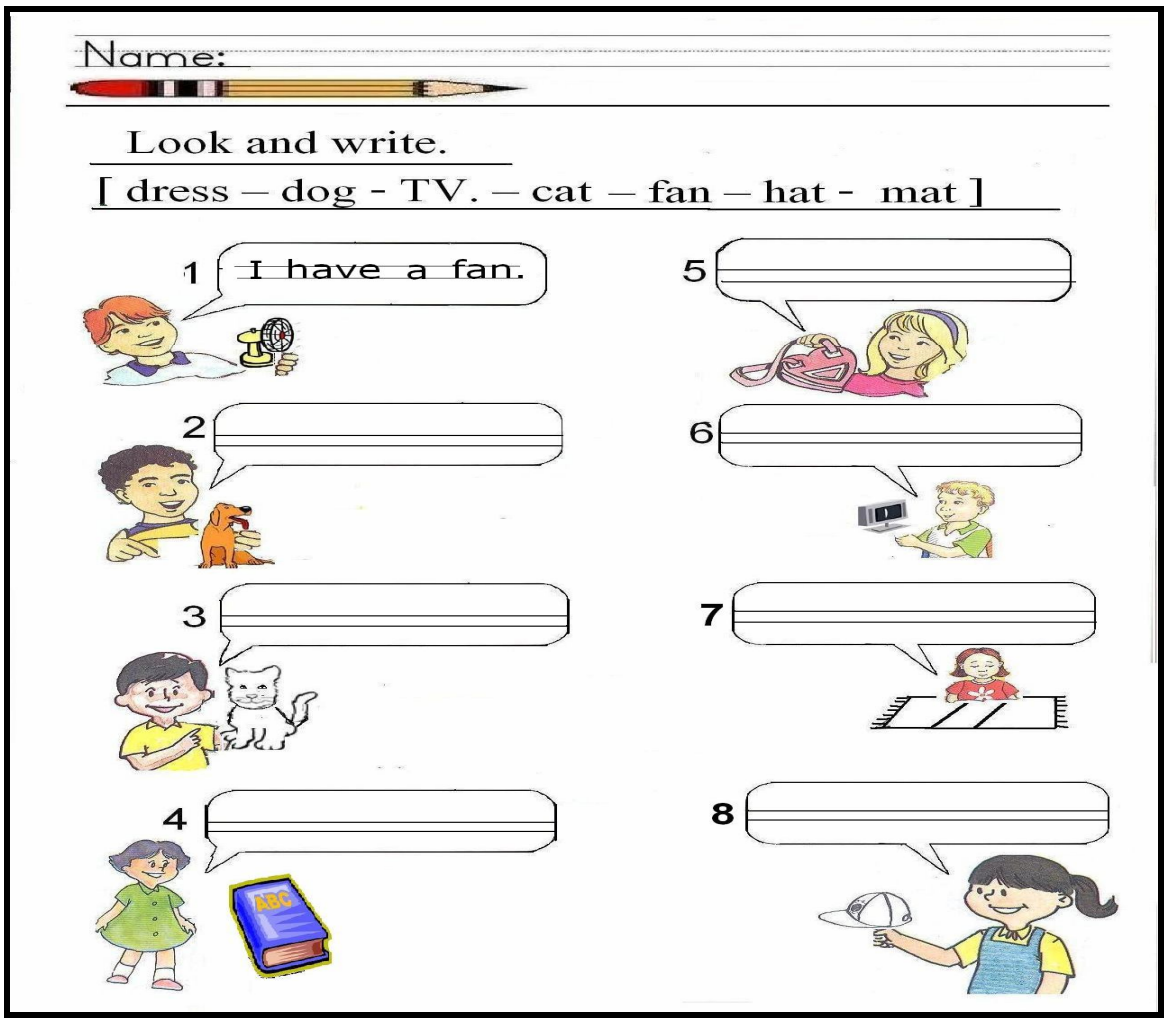
- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil needs a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

A- Look and write.

1. Ask pupils to look at the pictures.
2. Tell pupils that they will write in the speech bubble a sentence about what children have in each picture.
3. Get pupils use the words in the parenthesis at the top of the page.

4. Read the words at the top of the page.
5. Do the first example with the pupils to make the activity clear. Example: I have a fan.
6. Get pupils complete the activity on their own.
7. Walk around the classroom, check pupils' work and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
8. Have pupils read two or three of the sentences they have written.



Answers:

2. I have a dog. **3.** I have a cat. **4.** I have a book **5.** I have a bag.

6. I have a TV. **7.** I have a mat **8.** I have a hat

3.2

UNIT 3 lesson 2
Where I live

Activity time

Two sessions

Performance indicators

- Describe people stating possession.
- Using letter/sound knowledge to write some words.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using

Warm-up

- Check the previous assignment.
- Discuss in pupils' own language what kinds of clothes they have.

presentation

Part (A)

- Put the picture cards of Hat, dress, jacket, skirt and bag on the board.
- Point to each picture and name it.
- Get pupils repeat after you several times.
- Choose a girl wearing a skirt, jacket and holding a bag. Point to her jacket and say she has a jacket. Point to her skirt and say she has a skirt. Point to her bag and say she has a bag.
- Ask some pupils to come to the front of the class. Give each pupil a picture card of bag, hat, dress…..ect.
- Ask a pupil to come to the front of the class and get him point to one of the pupils and describe what s/he has.
- Repeat this with other pupils.

drawing , invented spelling or conventional text.

- Revise a draft by rereading for meaning or using a checklist for revising writing.
- Use a simple checklist to assess and improve writing.

Teaching aids

Picture cards

computer

Alphabet-sound cards

New language

S/he has a…..

e.g. S/he has a hat

She has a dress.

S/he has a bag.

She has a skirt.

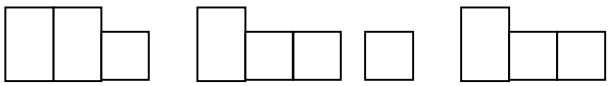
New words

Hat, dress, jacket, skirt, bag

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: S/he has a hat. S/he has a jacket. She has a dress. S/he has a bag. She has a skirt.
- Ask pupils what you want to write first.
- As pupils say for example: "she has a hat", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "she", draw the other boxes of the second word and say "has", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, "she has a hat".
- Ask pupils to identify the first word in the sentence.

- Model the segmentation and clap the sounds in the word then ask pupils to clap the sounds in the word.
- Then ask: how many sounds in this word?
- As pupils reply that there are two, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "she". As the pupils pronounced the /ʃ/ sound, ask a pupil to come and write the letters "sh" that correspond with this sound.
- If he can't identify the letters, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards or remind him with a pupil's name that begins with the same sound.
- Elicit that the first letter should be capital.
- Ask pupils to identify the next sound in the word.
- As the pupils pronounced the /i/ sound, invite a pupil to write the letter "e" into the box.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "has", model the segmentation of the word and ask pupils to clap the sounds in the word.
- Then ask pupils: how many sounds in this word?
- As pupils say that there are three, ask them to identify the first sound.
- As the pupils say /h/ sound, invite a pupil to step up and write the letter "h" in the first box.
- Ask pupils to identify the next sound in the word. As several pupils pronounced the /æ/ sound, invite a pupil to step up and write the letter a in the second box.

- Ask pupils to identify the third sound in the word. As several pupils pronounced the /s/ sound, invite a pupil to step up and write the letter "s" in the second box.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- As the pupils identify the third word in the sentence, responding with "a", invite a pupil to come up and record the letter.
- Get pupils repeat the whole sentences before writing the fourth word to
- refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the fourth word in the sentence, responding with "hat", model the segmentation of the word and clap the sounds of word.
- Ask pupils to clap the sounds in the word. Then ask pupils how many sounds in this word.
- As the pupils say that there are three sounds, ask a pupil to come and write the whole word.
- If he can't write the word, scaffold him by pronouncing the first sound /h/ by saying /h/../h/./h/.
- As the pupil identifies the sound-letter match, ask him to write the letter "h".
- Then ask pupils to identify the next sound in the word. As several pupils pronounced the /æ/ sound, invite a pupil to come up and record the letter.
- Ask pupils to identify the third sound in the word. As several pupils pronounced the /t/ sound, invite a pupil to come up and record the letter.
- Scaffold pupils to use their alphabet-sound cards to locate the picture that begins with the same sound.
- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.

- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Ask pupils to write down the sentence in their notebooks without boxes and to leave a finger space between each word.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing (*Dress up game)*



Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.

5. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game as a player.
 - The player clicks on the "play" button to start playing.
 - The player drags the pieces of clothes to dress up Nancy to be a beautiful girl.
 - After dragging each piece of clothes, the player describes what Nance has. For example: she has a dress.
 - After typing the description, the player clicks the "check" button to check the answer.
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - Pupils may write word or two words or the whole sentences to describe her possessions.
 - The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My sister*/brother

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your sister. We will make sure that everyone has a chance to talk.

- What is her/his name?
- How old is s/he?
- What does s/he looks like? Is s/he tall or short , fat or thin?
- What clothes does s/he have?
- What color of these clothes?

Have students think and then share ideas with a partner. Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about your sister. Ask them to do the following:

- Describe your sister.
- Tell what clothes she has.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?

- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

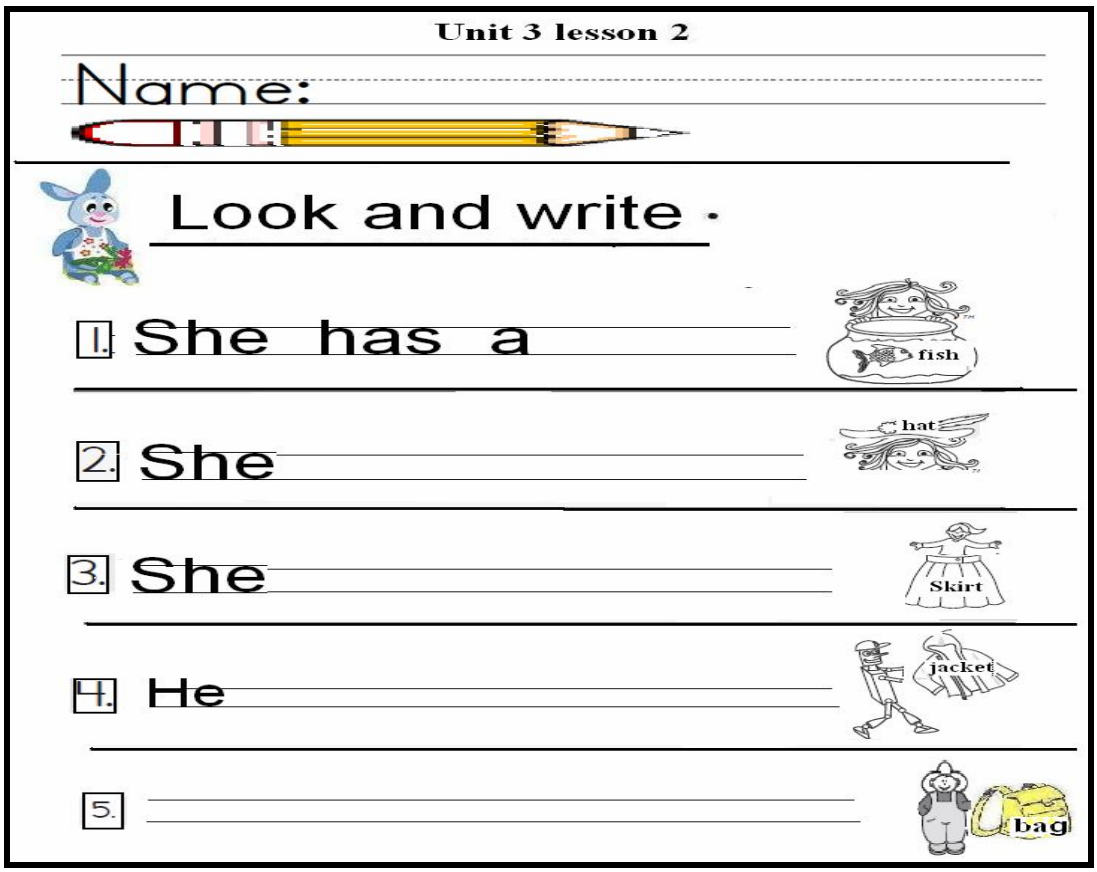
Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation*: (Activity sheet)*



A- Look and write.

1. Ask pupils to look at the pictures.
2. Tell pupils that they will write a sentence about what children have in each picture.
3. Do the first example with the pupils to make the activity clear. Example: She has a fish.
4. Get pupils complete the activity on their own.
5. Walk around the classroom, check pupils' work and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read two or three of the sentences they have written.

Answers:

2-She has a fish. 3-She has a hat. 4- He has a jacket. 5- He has a

3.3

UNIT 3 lesson 3
Where I live

Activity time

Two Sessions

Performance indicators

- Identify family members in writing.
- Using letter/sound knowledge to write some words.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discuss

Warm-up

- Check the previous assignment.
- Discuss in pupils' own language the members of their family.
- Ask pupils how many members in their family.

presentation

Part (A)

- Put the picture cards of Grandfather, grandmother, father, mother, sister, brother on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Hold up a picture of grandfather and say: "This is my grandfather".
- Repeat the sentence several times and get pupils repeat after you.
- Hold up a picture of grandmother and say: "This is my grandmother".
- Repeat the sentence several times and get pupils repeat after you.
- Ask a pupil to come to the front of the class. Hand the pupil the picture of father and

- -ion using drawing , invented spelling or conventional text.
- Revise a draft by rereading for meaning.
- Use a simple checklist to
- assess and revise writing.

Teaching aids

Picture cards
family word wall
Alphabet-sound cards
Computer

New language

This is my….
e.g. This is my mother.
This is my sister.
This is my grandfather.
This is my grand mother.

New words

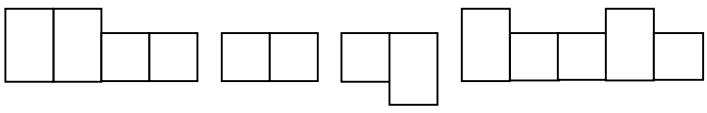
Grandfather, grandmother, father, mother, sister, brother

prompt him to say, "This is my father".

- Ask another pupil to come to the front of the class. Give him a picture of mother and encourage him to say "this is my mother".
- Repeat this with other pupils.

Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing these sentences: This is my father, this is my mother, this is my sister, this is my brother, this is my grandfather, and this is my grand mother.
- Ask pupils what you want to write first.
- As pupils say for example: "this is my father", repeat the sentence, and get pupils repeat it after you.
- Elicit that you are going to draw letter boxes for every word in the sentence.
- Draw the boxes of the first word with highlighter and say the word "this", draw the other boxes of the second word and say "is", proceed in this manner until the entire sentence is presented by boxes.



(the final boxes of the whole sentence)

- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, on at a time, and say, "This is my father ".
- Ask pupils to identify the first word in the sentence.
- Model the segmentation of the first word into an onset "th" and rime "is".
- Then ask a pupil to write the first onset "th" and the rime " is" in the letter boxes.
- Elicit that the first letter should be capital.
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts. Then ask pupils to identify the second word in the sentence.
- As they respond that the second word is "is". Model the segmentation and clap the sounds of the word.
- Ask a pupil to write the whole word "is" as shown in the previous lessons.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the third word in the sentence, responding with "my", Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds of the word. Then ask them :how many sounds in this word.
- As they reply that there are two, ask them to identify the first sound and locate the sound- letter that match on the alphabet-sound cards.
- Then ask a pupil to step up and write the letter "m" in the first box of this word.
- Ask pupils to identify the next sound in the word. As several pupils

pronounced the /ai/ sound, ask them to determine the letter that corresponds with this letter.

- If pupils couldn't determine the suitable letter, scaffold them by pointing to the picture card and word card of "butterfly" or "fly" that ends with the sound /ai/ like the word "my".
- Once the pupils determine the letter "y", ask a pupil to come up and write the letter in its box.
- Get pupils repeat the whole sentences before writing the fourth word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the fourth word in the sentence, responding with "father", Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As the pupils say that they are five sounds, ask them to identify the first sound.
- As the pupils identify the first sound /f/, invite a pupil to come and write the letter "f" into the letter box.
- Ask pupils to identify the second sound in the word.
- As pupils identify the second sound /a:/, invite a pupil to come and write the letter "a" that matches with the sound.
- Ask pupils to identify the third sound in the word.
- As pupils identify the third sound /ð/, invite a pupil to write the letters "th" into the letter boxes.
- Scaffold pupils if they can't identify the sound-letter match by pointing to the picture that begins with the same sound on the sound-letter cards or remind him with a word begins with the same sound.
- Ask pupils to identify the fourth and fifth sounds in the word. As they

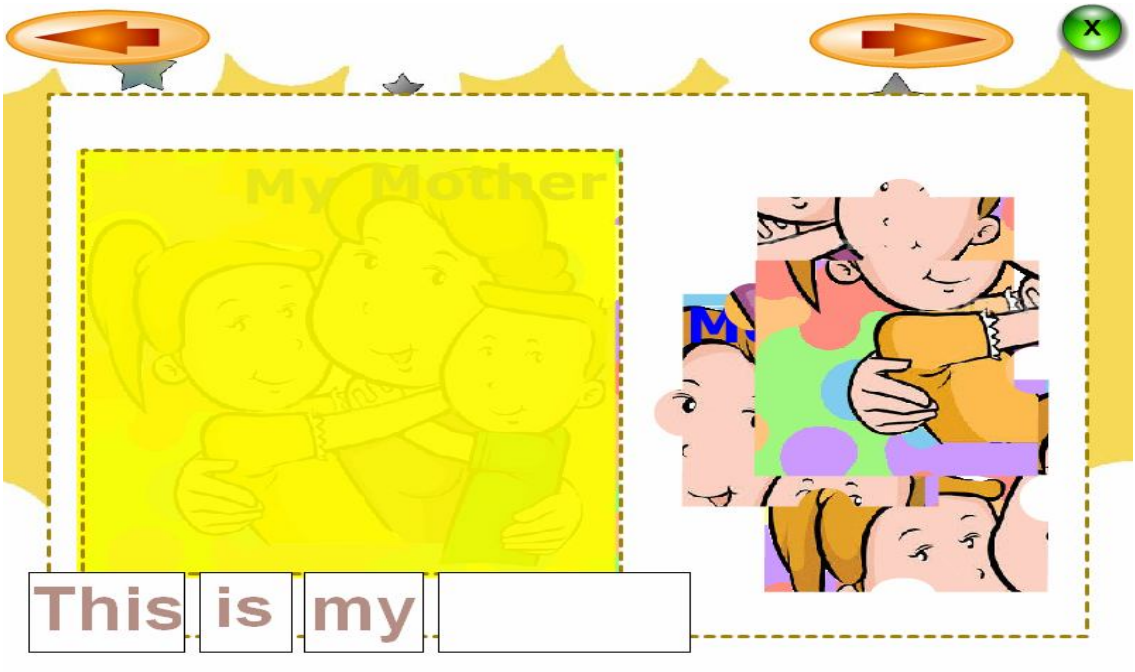
pronounce the sounds/ər/, invite a pupil to come and write the letters that match these sounds.

- Scaffold pupils to identify the letters that match these sounds by writing the word "teacher" on the
- board and pronounce it confirming on the last two sounds. Pronounce also the word "father" and confirm on the last two sounds. Then get pupils identify the letters that match the sounds/ər/.
- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing (family Jigsaw game)

Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.



procedures

5. playing the game:

- Pupils take turns in playing the game. The player clicks on the "play" button to start playing.
- Solve the puzzle by arranging the pieces of the family members' pictures.
- Drag the pieces and drop them to be connected together to form the whole picture.
- After arranging the pieces of each picture, the player identifies the picture by writing this sentence: this is my……
- After typing the description, the player clicks the "check" button to check the answer.
- The player receives feedback from the game when he succeeds and when he fails in order to try again.
- The player clicks the "try again" button to try again.
- The player clicks the "answer" button to know the answer.
- Pupils may write word or two words or the whole sentences to identify the picture.

- The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).
- Pupils receive feedback from the game after each response.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My family*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your family. We will make sure that everyone has a chance to talk.

- Who are your family members?
- How many sisters do you have?
- How many brothers do you have?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their family. Ask them to do the following:

- Identify your family.
- Tell how many sisters and brothers do you have.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

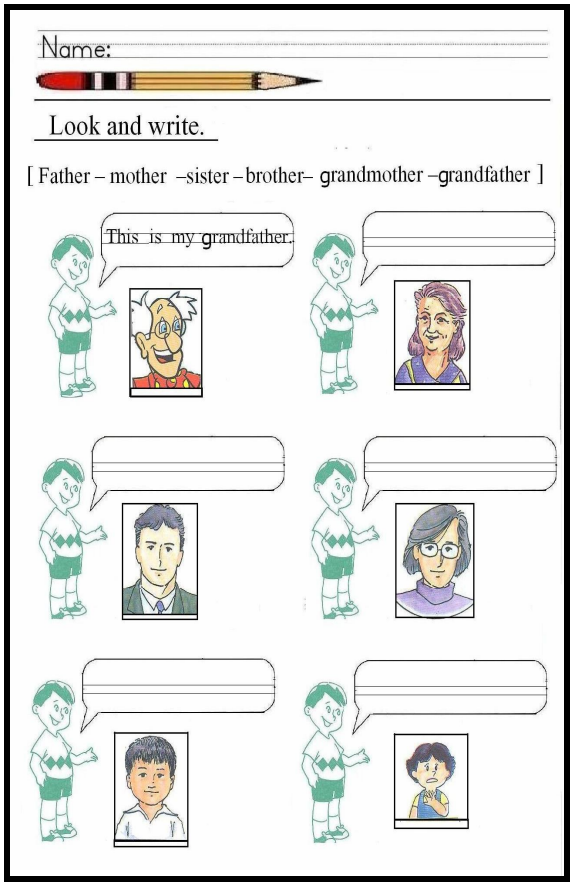
- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.

- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

Look and write.

1. Ask pupils to look at the pictures.
2. Tell pupils that they will write a sentence identifying family members.
3. Read the words in the parenthesis together with your pupils.
4. Do the first example with pupils to make the activity clear. Example: this is my grandfather.
5. Pupils complete the activity on their own using the words in the parenthesis
6. Walk around the classroom, check pupils' work and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read two or three of the sentences they have written.



Answers:

2-This is my grandmother.

3-This is my father.

4-This is my mother.

5-This is my brother

3.4

UNIT 3 lesson 4
Where I live

Activity time

Two sessions

Performance indicators

- Write prepositions of place.
- Use letter/sound knowledge to write words.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing, invented spelling or conventional

Warm-up

Put a pen on the book and ask pupils in their own language: where is pen?

presentation

Part (A)

- Put the word cards of on, in, under and behind on the board.
- Place a pen on a table, point to the word card on and say: on. Pupils repeat after you several times.
- Put the pen in a bag, point to the word card in and say: in. pupils repeat after you.
- Place the pen under a table, point to the word card under and say: under. Pupils repeat after you several times.
- Place the pen behind the door, point to the word card behind, and say: behind. Pupils repeat after you several times.
- Repeat the procedure, but this time have pupils call out in, on, under and behind on their own.
- Hold a picture card of a dog in a house and

text.

Teaching aids

Picture cards

Word cards, computer

Alphabet-sound cards

New language

Where's the …….?

The dog is in the house.

The dog is on the house.

The dog is under the house.

The dog is behind the house.

New words

Dog, house, in, on, under, behind

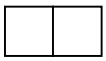
ask: Where is the dog? Reply, the dog is in the house. Pupils repeat after you several times.

- Hold a picture card of a dog on a house and ask: Where is the dog? Reply, the dog is on the house. Pupils repeat after you several times.
- Hold a picture card of a dog under a house and ask: Where is the dog? Reply, the dog is under the house. Pupils repeat after you several times.
- Hold a picture card of a dog behind a house and ask: Where is the dog? Reply, the dog is behind the house. Pupils repeat after you several times.
- Repeat the procedure, but this time have pupils call out the previous sentences on their own.

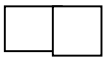
Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing prepositions of place: in, on, under, behind.
- Model the segmentation and clap the sounds of the first preposition "in" Ask pupils to clap the sounds in the word. Then ask them how many sounds in it

- As the pupils say there are two sounds, draw two letter boxes on the board.

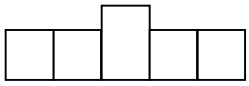


- Ask pupils to identify the first sound in the preposition" in".
- As the pupils pronounced the /i/ sound, invite a pupil to write the letter "I" into first letter box.
- Ask pupils to identify the next sound.
- As the pupils pronounced the /n/ sound, invite pupil to write the letter into the letter "n" box.
- Invite pupils again to share the pen with you in writing the preposition (on).
- Model the segmentation and clap the sounds of the word and turn to individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to clap the sounds in the word. Then ask how many sounds in this word?.
- As the pupils say there are two sounds, draw two letter boxes on the board.



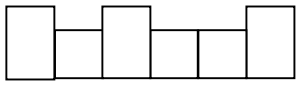
- Ask pupils to identify the first sound in the preposition "on".
- As the pupils pronounced the /o/ sound, invite a pupil to write the letter "o" into first letter box.
- Ask pupils to identify the next sound.
- As the pupils pronounced the /n/ sound, invite pupil to write the letter "n" into the letter box.
- Invite pupils again to share the pen with you in writing the preposition (under).
- Model the segmentation and clap the sounds in the word.
- Ask pupils to clap the sounds in the word. Then ask how many sounds in this word?

- As the pupils say that there are five sounds, Draw five letter boxes on the board.



- Ask pupils to identify the first sound in the preposition (under). As the pupils pronounced the /ʌ/ sound, encourage them to use the alphabet-sound cards to locate the picture that begins with the same sound. ,then invite a pupil to write letter "u" into the box.
- Scaffold them if they can't identify the sound /ʌ/ by pointing to the picture of "umbrella" on the alphabet-sound cards that begins with same sound to determine the initial letter of this word.
- Ask pupils to identify the next sound. As the pupils pronounced the /n/ sound, invite pupil to write the letter into the box.
- Ask pupils to identify the third sound. As the pupils pronounced the /d/ sound, invite pupil to write the letter into the box.
- Ask pupils to identify the fourth and the fifth sound. As the pupils pronounced the /ər/ sound, invite a pupil to write the letter into the letter box.
- Scaffold pupils if they could not identify the letters that match the sounds /ər/ by reminding them with the word "father" and "teacher" that end with the same sounds.
- Point to the word "father" in the family word wall and get pupils identify the last two letters in this word that match the last two sounds in the word under.
- As the pupils identify the letter "er", invite a pupil to write them in the letter boxes.
- Invite pupils again to share the pen with you in writing the preposition(behind).
- Model the segmentation and clap the sounds of the word.

- Ask pupils to clap the sounds in the word. Then ask how many sounds in this word?.
- As the pupils say that there are six sounds, draw six boxes on the board.



- Ask pupils to identify the first sound in the preposition (behind), as the pupils pronounced the /b/ sound, invite a pupil to write the letter "b" into the letter box.
- Ask pupils to identify the next sound.
- As the pupils pronounced the /e/ sound, invite a pupil to write the letter "e" into the letter box.
- Ask pupils again to identify the third sound. As the pupils pronounced the /h/ sound, invite pupil to write the letter "h" into the letter box.
- Ask pupils to identify the fourth sound. As the pupils pronounced the /ai/ sound, invite pupil to write the letter "I" into the letter box.
- Ask pupils to identify the fifth sound in the word.
- As the pupils pronounced the /n/ sound, invite a pupil to write the letter "n" into the letter box.
- Ask pupils to identify the final sound in the word.
- As the pupils pronounced the /d/ sound, invite a pupil to write the letter "d" into the letter box.

Guided writing (the boy& dog *game)*

Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.



4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - Look at the picture to determine the place of the dog.
 - Type the suitable preposition to locate the place of the dog.
 - After typing the suitable preposition, the player clicks the "check" button to check the answer.
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - The player clicks the "try again" button to try again.
 - The player clicks the "answer" button to know the answer.
 - The winner receives congratulation from the game and moves to the second slide to continue playing.
 - The looser receives feedback for trying again.
 - The player clicks the  arrow button to move to the next slide to continue playing.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My room*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your room. We will make sure that everyone has a chance to talk.

- Can you describe your room?
- Where is your book?
- Where is your bag?
- Do you have a computer?
- Where is your computer?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

- Get pupils make a drawing about their ideas and write the suitable prepositions under each place where they put their things.

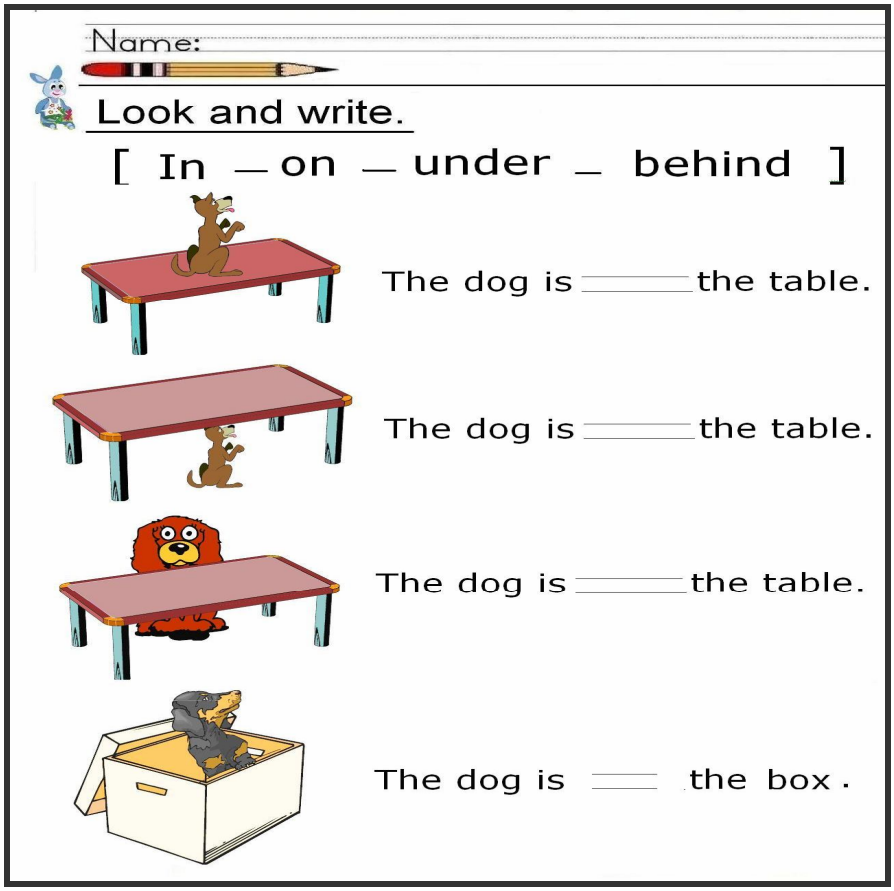
Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Evaluation

Look and write.

1. Ask pupils to look at the pictures.

2. Tell pupils to complete the sentences with prepositions of place.
3. Read the prepositions in the parenthesis together with your pupils.
4. Do the first example with the pupils to make the activity clear. Example: the dog is <u>on</u> the table.



5. Pupils complete the activity on their own using the words in the parenthesis.
6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read two or three of the sentences they have written.

Answers:

1. The dog is <u>on</u> the table.
2. The dog is <u>under</u> the table.
3. The dog is <u>behind</u> the table.
4. The dog is <u>in</u> the box.

3.5

UNIT 3 lesson 5
Where I live

Activity time

Two sessions

Performance indicators

- Identify means of transportation.
- Using letter/sound knowledge to write some words.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing

Warm-up

- Check the previous assignment.
- Discuss in pupils' own language the kinds of transportation and how do they go to school.

presentation

Part (A)

- Put the picture cards of car, van, taxi and bike on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Put the word cards under each picture and read them. Get pupils repeat after you several times.
- Hold up a picture of car and say: This is a car. Repeat the sentence several times and get pupils repeat after you.
- Hold up a picture of bus and say: This is a bus. Repeat the sentence several times and get pupils repeat after you.
- Ask a pupil to come to the front of the class. Hand the pupil the picture of bike and

or conventional text.

- Revise a draft by rereading for meaning.
- Use a simple checklist to assess and revise writing.

Teaching aids

Picture cards

Alphabet-sound cards

computer

New language

This is a……

e.g., This is a car.

This is a van.

This is a bike.

New words

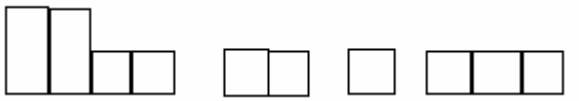
Car, van, taxi, bike, bus

prompt him to say this is a bike.

- Ask another pupil to come to the front of the class. Give him a picture of van and encourage him to say this is a van.
- Repeat this with other pupils.

Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing these sentences: This is a car, This is a van, This is a bike, and This is a taxi.
- Ask pupils what you want to write first.
- As pupils say for example: "This is a van", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

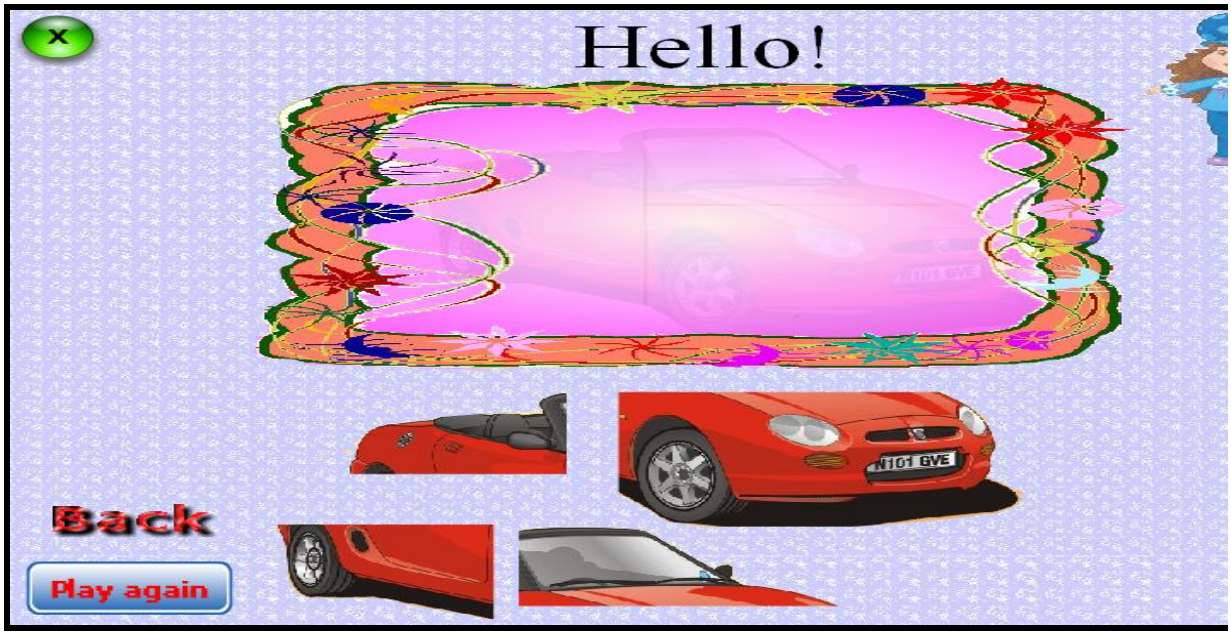
- Draw the boxes of the first word with highlighter and say the word "this", draw the other boxes of the second word and say "is", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.

- Point to the boxes, on at a time, and say, "This is a van ".
- Ask pupils to identify the first word in the sentence.
- As pupils identify the first word "this", invite a pupil to write the whole word as shown before in the previous lessons.
- Scaffold him if he can't write the word by following the previous lesson procedures in writing the word "this".
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts. Then ask pupils to identify the second word in the sentence.
- As they responding that the second word is "is", invite a pupil to write the whole word as shown before in the previous lessons.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the third word in the sentence, responding with "a", ask a pupil to write the letter "a".
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- As they responding that the second word is "van". Model the segmentation and clap the sounds of the word.
- Ask pupils to clap the sounds of the word. Then ask them :how many sounds in this word.
- As they reply that there are three, ask them to identify the first sound in the word.
- As they say /v/ sound, invite a pupil to come and write the letter "v".
- If he can't identify the letter, scaffold him by pointing to the picture that

begins with the same sound in the alphabet-sound cards. Then ask him to write the letter "v".

- Ask pupils to identify the second sound in the word. As the pupils pronounced the /æ/ sound, invite a pupil to write the letter "a" into the appropriate box.
- Ask pupils to identify the third sound in the word.
- As the pupils pronounced the /n/ sound, invite a pupil to write the letter "n".
- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Guided writing (*cars Jigsaw game)*



procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game.
 - Solve the puzzle by arranging the pieces of transport pictures.
 - Drag the pieces and drop them to be connected together to form the whole picture.
 - After arranging the pieces of each picture, the player identifies the picture by writing this sentence: this is a…….
 - After typing the description, the player clicks the "check" button to check the answer.
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - The player clicks the "try again" button to try again.
 - The player clicks the "answer" button to know the answer.
 - The player may write word or two words or the whole sentences to identify the picture.
 - The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).
 - The player clicks the  arrow button to continue playing.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My bike*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your family. We will make sure that everyone has a chance to talk.

- Do you have a bike?
- What color is you bike?
- Do you like to have a car when you grew up? What color?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and Write about their bike. Ask them to do the following:

- Describe your bike.
- Tell if you like to have a car when you grew up.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

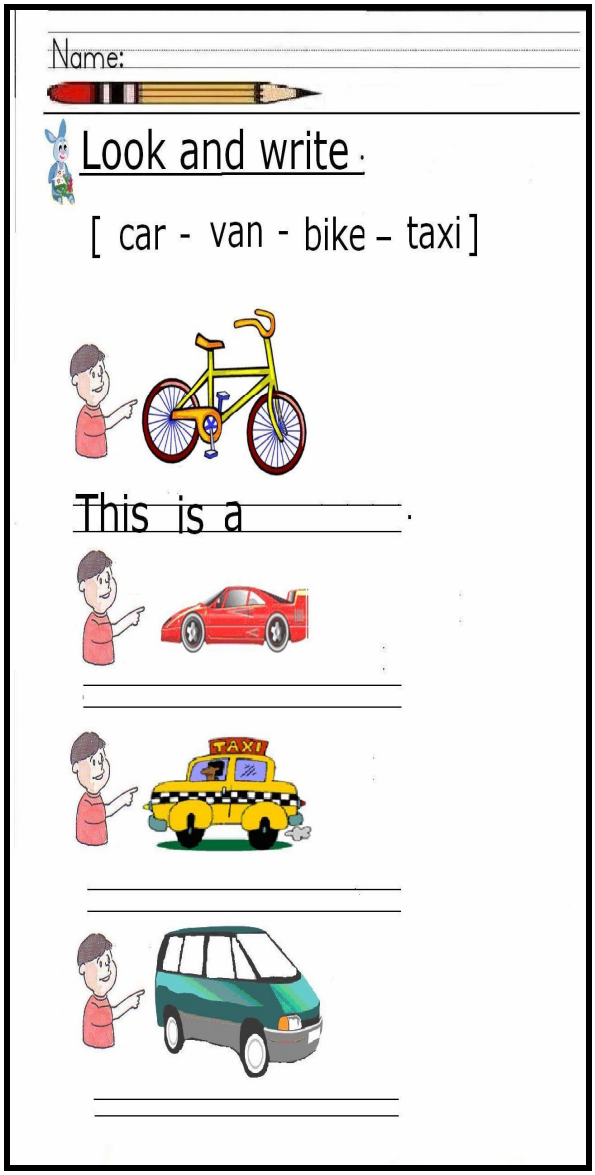
- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.

- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation *(Activity sheet)*

A- Look and write.

1. Ask pupils to look at the pictures.
2. Tell pupils that they will write a sentence identifying family members.
3. Read the words in the parenthesis together with your pupils.
4. Do the first example with the pupils to make the activity clear. Example: this is a bike.
5. Pupils complete the activity on their own using the words in the parenthesis.
6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read two or three of the sentences they have written.



Answer:

2-This is a car. 3- This is a taxi.
4-This is a van.

Unit four
Days I like



4.1

UNIT 4 lesson 1
Days I like

Activity time

Two sessions

Performance indicators

- Describe weather.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discuss
 -ion using drawing , invented spelling or conventional text.
- Revise a draft by

Warm-up

Discuss in pupils' own language what the weather is like today.

presentation

Part (A)

- Put the picture cards of cold, hot, and wet on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Point to the picture of hot weather and say it is hot. Get pupils repeat after you several times.
- Point to the picture of cold weather and say it is cold. Get pupils repeat after you several times.
- Point to the picture of wet weather and say it is wet. Get pupils repeat after you several times.
- Ask individual pupils to come to the front of the class and talk about each picture.

Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: It is hot, It is cold.

rereading for meaning.

- Use a simple checklist to assess and revise writing.

Teaching aids

Picture cards

Alphabet-sound cards

computer

New language

It is cold.

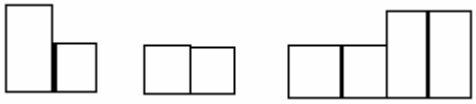
It is hot.

It is wet.

New words

Hot, wet, cold

- Ask pupils what you want to write first.
- As pupils say for example: "It is cold", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "it", draw the other boxes of the second word and say "is", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say, " It is cold".
- Ask pupils to identify the first word in the sentence.
- Model the segmentation and clap the sounds in the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As pupils reply that there are two sounds, ask a pupil to step up and write the word "it" as shown in the previous lessons.

- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "is", invite a pupil to step up and write the word "is" as shown in the previous lessons.
- Reread the whole sentence to refocus pupils' attention on the meaning of the sentence and the remaining parts of the sentences.
- Get pupils repeat the whole sentences before writing the third word.
- Ask pupils to identify the third word in the sentence.
- As the pupils identify the third word in the sentence, responding with "cold", model the segmentation of the word and ask pupils to clap the sounds in the word.
- Then ask pupils: how many sounds in this word?
- As pupils say that there are four sounds, Ask pupils to identify the first sound in the word "cold".
- As the pupils pronounced the /k/ sound, invite a pupil to come up and record the letter "c" that matches this letter.
- If he can't identify the letter "c" that matches the sound "k", scaffold him to use the alphabet sound cards
- to locate the picture that begins with the same sound
- Ask pupils to identify the next sound in the word.
- As the pupils pronounced the /əʊ/ sound, invite a pupil to write the letter "o" that matches this letter into the letter box.
- Ask pupils to identify the third sound in the word "cold". As the pupils pronounced the /L/ sound, invite a pupil to come up and record the letter " L".
- Ask pupils to identify the fourth sound in the word "cold". As the pupils

pronounced the /d/ sound, invite a pupil to come up and record the letter "d".

- Scaffold pupils if they can't identify the letter that matches the sound by pointing to the picture that begins with the same sound begins with the same letter or pointing to a written word in a word wall.
- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Ask pupils to write down the sentence in their notebooks without boxes and to leave a finger space between each word.
- Follow the same procedures in writing the other sentences.

Guided writing (*weather game*)



Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.

3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - Pupils take turns in playing the game. In the beginning of the game the player writes his name to be known for the game.
 - Dress the man according to the state of the weather. If the weather is hot, the clothes should be light. And if the weather is cold or wet the clothes should be heavy.
 - Click on the clothes icons to select the piece of clothes that is suitable for the weather.
 - After dressing the man according to the state of the weather, pupils write a sentence that describes the weather.
 - The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).
 - Pupils receive feedback from the game after each response.
 - The winner is the person who manages to dress the man with the pieces of clothes that is suitable for the weather then and write a correct description of the picture. He also receives favorable feedback (congratulation) and move to the second slide to continue playing.
 - The looser is the person who fails in dressing the man or writing a correct description of the picture. He also receives feedback for trying again and he cannot move to the second slide to continue playing.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: The weather

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about the weather. We will make sure that everyone has a chance to talk.

- What's the weather like today?
- What do you do in this weather?

Have pupils think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about the weather today. Ask them to do the following:

- Describe the weather today.
- Tell what you are doing in this day.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the

questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.

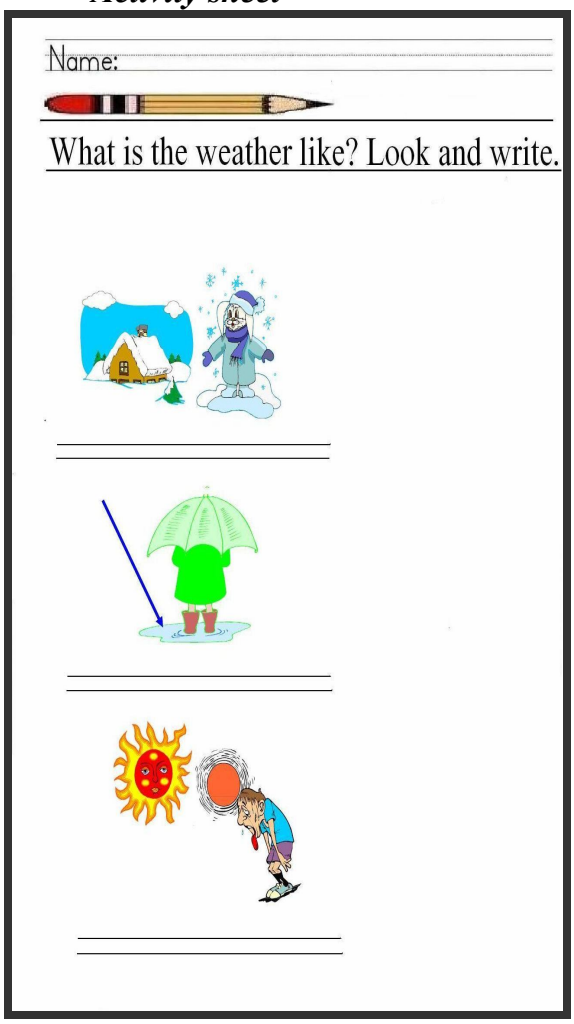
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

A- What is weather like? Look and write.

1. Ask pupils to look at the pictures.
2. Tell pupils that they will write a sentence describing the weather.
3. Read the words in the parenthesis together with your pupils.
4. Do the first example with the pupils to make the activity clear. Example: it is cold.
5. Pupils complete the activity on their own using the words in the parenthesis.
6. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
7. Have pupils read two or three of the sentences they have written.

Activity sheet



Answers:
1-It is cold. 2- It is wet.
3-It is hot.

4.2

UNIT 4 lesson 2
Days I like

Activity time

Two sessions

Performance indicators

- Write sentences expressing wants.
- Use basic punctuation and capitalization.
- Participate in group work activities such as interactive writing, shared writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing , invented spelling or conventional

Warm-up

Draw the letter Discuss in pupils' own language what they buy when they go to the market and what they say to the shopkeeper when they want something.

presentation

Part (A)

- Put the picture cards of milk, eggs, fish, rice, apples, and bananas on the board. Point to each picture and name it.
- Get pupils repeat after you several times.
- Give a pupil all the picture cards of the previous words and say: I want fish. The pupil gives you the picture of a fish.
- Repeat this with the other pictures.
- Ask two pupils to come to the front of the class, the first pupil say: I want …." and the second pupil show him the picture card of the thing.

text.

- Revise a draft by rereading for meaning.
- Use a simple checklist to assess and revise writing.

Teaching aids

Picture cards

Alphabet-sound cards

computer

New language

I want…….

e.g. I want fish.

I want milk.

I want rice.

I want apples.

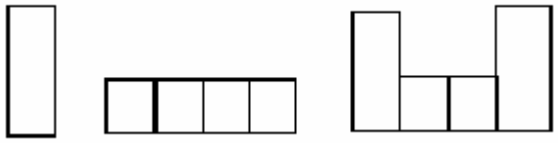
I want eggs.

New words

Milk, fish, eggs, rice, apples, bananas.

Part (B)
Interactive writing

- Invite pupils to share the pen with you in writing these sentences: I want fish, I want milk, I want rice, I want apples, I want eggs.
- Ask pupils what you want to write first.
- As pupils say for example: "I want fish", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence



(the final boxes of the whole sentence)

- box of the first word with highlighter and say the word "I", draw the other boxes of the second word and say "want", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say: I want fish.
- Ask pupils to identify the first word in the sentence. As the pupils pronounced the /ai/

sound, invite a pupil to come up and record the letter "I".

- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "want", model the segmentation of the word and clap the sounds in the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?
- As pupils say that there are four sounds, ask them to identify the first sound.
- As the pupils pronounced the /w/ sound, invite a pupil to come up and record the letter that match this sound.
- Ask pupils to identify the next sound in the word.
- As the pupils pronounced the /כ/ sound, invite a pupil to write the letter that corresponds with this sound.
- Scaffold pupils by reminding them with the song "this is the way we wash our face, wash our face,… ".in hand in hand 1unit 8. Write the song on the board and read the song.
- Get pupils pronounce again the word "want" that they want to write and ask them to listen carefully while you are reading the song to find the word that begins with the same sounds.
- As the pupils identify the word "wash", ask them to pronounce the word "want" and the word "wash" again to compare between the first and the second sounds in both of them.
- Then ask pupils to identify the second sound-letter in both of the words "wash" and "want".
- As the pupils identify the second letter "a", invite a pupil to come and write

the letter into the appropriate letter box.

- Then ask pupils to identify the third sound in the word. As several the pupils pronounced the /n/ sound, invite a pupil to come up and
- record letter "n".
- Ask pupils to identify the fourth sound in the word. As several pupils pronounced the /t / sound, invite a pupil to come up and record the letter "t".
- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the third word in the sentence, responding with "fish", model the segmentation of the word and clap the sounds in the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?.
- As pupils reply that there are three sounds, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "fish". As the pupils pronounced the /f/ sound, invite a pupil to come up and record the letter "f".
- Ask pupils to identify the next sound in the word. As the pupils pronounced the /i/ sound, encourage them to use the alphabet-sound cards to locate the picture that begins with the same sound. Then invite pupil to write the letter into the box.
- Ask pupils to identify the last sound in the word "fish", as the pupils pronounced the /ʃ/ sound, invite a pupil to come up and record the letters "sh".
- If he can't identify the letter, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards such as "shoe" or remind him with a pupil's name that begins with the same sound.

- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Elicit that there should be a finger space between each word so that others can read what you write.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Part (c)

Guided writing(*Shopping game)*



Procedures

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with pupils

5. playing the game:
 - Drag the things that are in the list and drop them into the shopping basket.
 - After dragging the wanted object into the basket, the player types this sentence: I want…..
 - Then complete the sentences with the suitable words or write the whole sentences.
 - The writing of the sentences moves from the easy level (typing one or two word) to the hard one (typing the whole sentence).
 - After typing the sentence, the player clicks the "check" button to check the answer.
 - The player receives feedback from the game when he succeeds and when he fails in order to try again.
 - The player clicks the "try again" button to try again.
 - The player clicks the "answer" button to know the answer.
 - The winner is the person who manages to drag all the things that are in the list into the basket and write all the sentences correctly. He also receives favorable feedback (congratulation) to continue playing. The looser receives feedback for trying again.

Follow up (Journal writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: ***My breakfast***

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your breakfast. We will make sure that everyone has a chance to talk.

- What do you want to eat in your breakfast?
- Do you want eggs? How many eggs do you want to eat?
- What don't you want to eat in your breakfast?

Have students think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Get pupils make a drawing about their ideas and write about their breakfast. Ask them to do the following:

- Tell what you want to eat.
- Tell what you don't want to eat.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?

- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

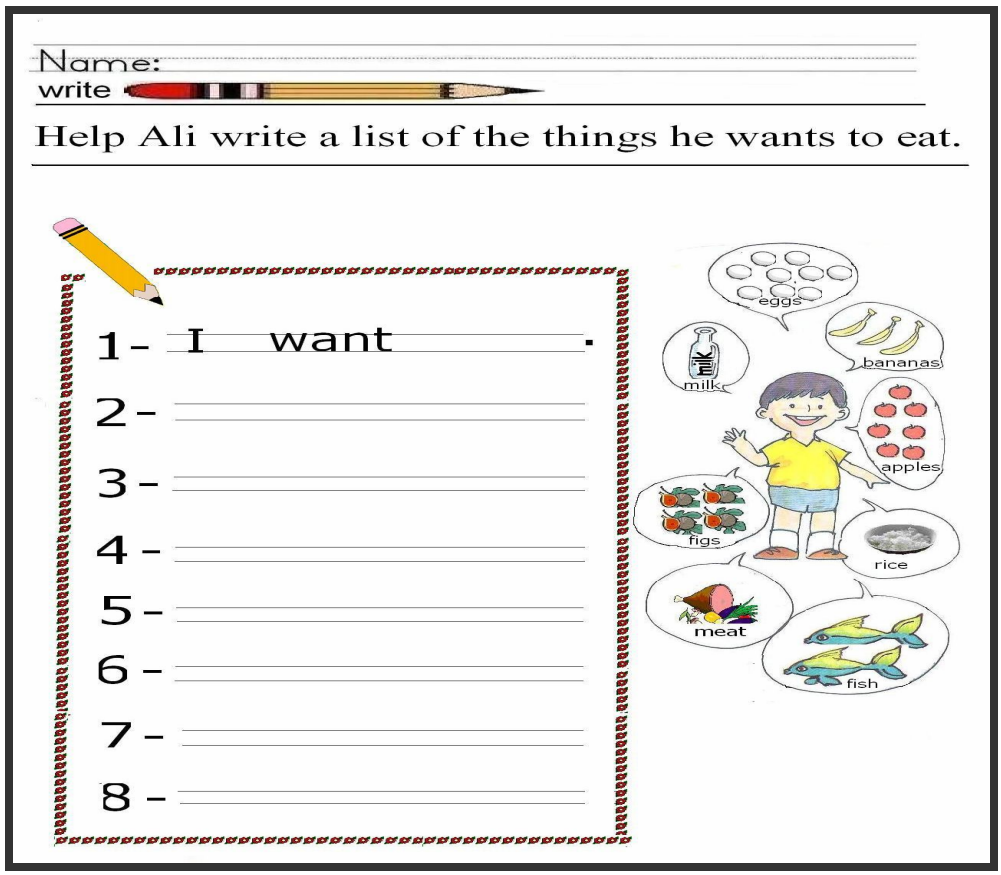
- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

Write.

Help Ali write a list of the things he wants to eat.

1. Ask pupils to look at the pictures.
2. Ask pupils to write a list of the things that Ali wants to eat.
3. Do the first example with the pupils to make the activity clear. Example: I want apples.
4. Pupils complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read two or three of the sentences they have written.



Answers:

1. I want apples. **2.** I want egg. **3.** I want bananas. **4.** I want meat
5. I want figs. **6.** I want fish. **7.** I want rice. **8.** I want milk.

4.3

UNIT 4 lesson 3
Days I like

Activity time

Two sessions

Performance indicators

- Express appreciation for favorable moment (birthday, mother day).
- Participate in group work activities such as interactive writing, shared writing and guided writing.
- Use a basic writing process (e.g. prewriting, drafting, revising) to develop writing.
- Generate ideas for writing through talking, sharing, brainstorming, and discussion using drawing , invented spelling or conventional

Warm-up

- Ask pupils in their own language what special days or occasions in the year they like.
- Elicit from pupils in Arabic why we have special days for mothers and birth. And ask them what they do in these days.

presentation

Part (A)

- Put the picture cards of the words: Happy, birthday, mother day, love, thank you on the board. Point to each picture and name it.
- Hold up the picture card of mother's day and say "mother's day".
- Get pupils repeat after you several times.
- Tell pupils that we say for mother's day "Happy mother's day". Get pupils repeat after you several times.
- Encourage pupils to say other statements that can be said for mother's day. Accept all their statements.

text.

- Use a simple checklist to assess and revise writing.

Teaching aids

Picture cards

Word cards

Alphabet-sound cards

computer

New language

Happy mother's day.

Happy birthday.

I love you.

Thank you mum.

New words

Happy, birthday, mother day, love, thank you

- Hold up a picture of the word "love" and name it. Get pupils repeat after you several times.
- Elicit that we can say, "I love you" to our mothers in the mother's day. Get pupils repeat after you several times.
- Elicit that we can also say "thank you mum". And get pupils repeat after you several times.
- Hold up a picture card for birthday and say "birthday". Get pupils repeat after you several times.
- Elicit that we say in the birthday "happy birthday" and get pupils repeat after you several times.
- Ask two pupils to come at the front of the class to mime the role of mother and the son. Give the first pupil any thing like a present and encourage him to say "happy mother's day" and the other pupil says thank you.
- Ask another pupil to mime the role of the son and say another statement for mother's day such "I love you mum". Or "thank you mum".

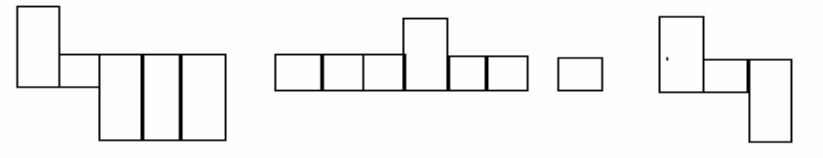
Part (B)

Interactive writing

- Invite pupils to share the pen with you in writing these sentences: Happy mother's day,

Happy birthday, I love you, and Thank you mum.

- Ask pupils what you want to write first.
- As pupils say for example: "Happy mother's day", repeat the sentence: and get pupils repeat it after you.
- Elicit that you are going to draw boxes for every word in the sentence.



(the final letter boxes of the whole sentence)

- Draw the boxes of the first word with highlighter and say the word "happy", draw the other boxes of the second word and say "mother's", proceed in this manner until the entire sentence is presented by boxes.
- Tell pupils that you will point to the boxes and they will say the words that will go on theses boxes.
- Point to the boxes, one at a time, and say: happy mother's day.
- Ask pupils to identify the first word in the sentence.
- Model the segmentation and clap the sounds in the word.
- Ask pupils to clap the sounds of the word. Then ask how many sounds in this word?.
- As pupils reply that there are four, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "happy". As the pupils pronounced the /h/ sound, invite a pupil to come up and record the letter.
- Ask pupils to identify the next sound in the word. As the pupils pronounced the /æ/ sound, invite a pupil to write the letter "a" into the box.
- Ask pupils to identify the third sound in the word. As the pupils pronounced the /p/ sound, then invite pupil to write the letter into the box.

- Elicit that there are another "p" in this word.
- Ask pupils to identify the fourth sound in the word. As the pupils pronounced the /j/ sound, then invite a pupil to write the letter into the box.
- If he can't identify the letter, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards such as "yoyo".
- Get pupils repeat the whole sentences before writing the second word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the second word in the sentence, responding with "mother's", model the segmentation of the word and ask pupils to clap the sounds of the word.
- Then ask how many sounds in this word?.
- As pupils reply that there are six sounds, ask individual pupils to demonstrate the graphemes (letters) that correspond with the phonemes (sounds).
- Ask pupils to identify the first sound in the word "mother's". As the pupils pronounced the /m/ sound, invite a pupil to come up and record the letter "m".
- Ask pupils to identify the next sound in the word.
- As the pupils pronounce the /ʌ/ sound, scaffold them by reminding them with the word "monkey".
- Write the word "monkey" on the board and pronounce it, then pronounce the word "mother".
- Ask pupils to identify the second sound-letter in the word monkey that is similar to the second sound-letter in the word "mother".
- As the pupils identify the sound-letter "o", invite a pupil to write the letter into the suitable box.
- Ask pupils to identify the third sound in the word.

- As the pupils pronounce the /ð/ sound, then invite pupil to write the letters "th" into the box.
- If he can't identify the letters, scaffold him by pointing to the picture that begins with the same sound in the alphabet-sound cards.
- Ask pupils to identify the fourth and the fifth sound in the word.
- As the pupils pronounced the /ər/ sounds, then invite a pupil to write the letters that match theses sounds.
- If pupils can't identify the letters, scaffold him by writing the word "teacher" on the board and pronouncing it confirming on the last two sounds.
- As they identify the last two sound-letters, invite a pupil to write the letters "er" that match them.
- Ask pupils to identify the sixth sound in the word.
- As the pupils pronounced the /s/ sound, invite a pupil to write the letters "s" into the letter box.
- Get pupils repeat the whole sentences before writing the third word to refocus their attention on the meaning of the sentence and the remaining parts.
- As the pupils identify the third word in the sentence, responding with "day", model the segmentation and clap the sounds in the word.
- Ask pupils to clap the sounds in the word. Then ask: how many sounds in this word?.
- As pupils say that there are two sounds, ask them to identify the first sound in the word.
- As the pupils pronounced the /d/ sound, invite a pupil to come up and record the letter "d".
- Ask pupils to identify the first sound in the word.
- As the pupils pronounced the /ei/ sound, scaffold pupils by reminding them with the word "play" that ends with the same sound.

- Pronounce the word "play" confirming on the last sound /ei/ and pronounce the word "day" that they want to write.
- Then ask pupils to identify the letter that match the sound /ei/.
- As they identify the letter "ay", invite a pupil to write the letters into the letter boxes.
- After finishing writing, elicit that the first letter at the beginning of the sentence should be capital and we should put a apostrophe (')before the letter "s" and a period (.) at the end of the sentence.
- Write down the whole sentence again on the board without the letter boxes.
- Ask pupils to read the whole sentence after finishing writing.
- Follow the same procedures in writing the other sentences.
- Use word walls, or remind pupils with a word or a pupil's name that has the same sound to help pupils write words with irregular sounds.

Part (c) Guided writing

1- mother card game



2- birthday card game



Procedures of:

mother card game& birthday card game

1. Open the game.
2. Explain the rules of the game to help pupils play successfully.
3. Remind pupils with the function of each button to deal easily with the game.
4. Guide pupils in their writing during the game by providing feedback or conferencing with individual pupils.
5. playing the game:
 - At the beginning of the game, the player writes his name to be known for the game as a player and to be used as signature for the card.
 - The player designs a card for mother's day or birthday by dragging

and dropping the suitable shapes for decorating the card.

- After decorating the card with shapes, the player colors the card by selecting the suitable background color.
- The player clicks the  arrow button to move to the next slide to continue playing.
- Then player selects the suitable statement for mother's day or birthday.
- The player receives feedback from the game when he succeeds in designing a card for mother's day or for birthday.

Follow up (Journal Writing Activity)

Prewriting and drafting

- Set up class in a partner work and whole class discussion.
- Encourage drawing then writing words/sentences to go with the ideas in the drawing(s).
- Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC: *My mother's day/ my brother's birthday*

Discussion of the topic/brainstorming

Read and discuss the following:

We will talk about your mother's day and your brother's birthday. We will make sure that everyone has a chance to talk.

- Do you celebrate with your mother's day and your brother's birthday?
- What do you do?
- What do you eat in this day?
- What do you say for mother's day and your brother's birthday?

Have pupils think and then share ideas with a partner.

Briefly share ideas until students share sufficient ideas from which to draw and write. Write examples /ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/ reread ideas.

Prewriting

Ask pupils to make a drawing about their ideas and write about their mother's day or their brother's birthday. Ask them to do the following:

- Tell about the things you do in your mother's day or your brother's birthday.
- Tell what do you say in occasion.

Have pupils keep in mind that their writing will be read by adults. Give them sufficient time to write a first draft.

Revising and Final Copy (Optional)

Gather pupils together in partners. Instruct students to share their writing with their partners by reading aloud. Give each pupil a paper that contains the questions below to help him revise and assess his writing. Ask pupils to put (√) or (×) before each item, give one point for each item they check off below and see how many points they accumulate after assessing their writing. Talk about the questions below:

- ✓ Did I try to spell words by sounding them out?
- ✓ Did I use the word wall or computer and sound letter cards to spell words?
- ✓ Did I use finger spaces between words?
- ✓ Did I use capital letter to begin the sentences?
- ✓ Did I use capital letter to begin names?
- ✓ Did I put a period at the end of the sentence?
- ✓ Did I begin writing from left to right?
- ✓ Did I re-read my sentences to myself?
- ✓ Did I re-read the sentences to my friends?

Give students sufficient time to make any additions/changes to their writing and to make a final copy.

Note: making a final copy is unnecessary.

Conferencing

- ☑ When pupils finish writing and responding to all the items of the self assessment checklist, tell them that you will look at their writing to see how many points they get in the checklist and who will become a creative writer in the future.
- ☑ Conference with each pupil to see to what extent the items of the self-assessment checklist are achieved in his writing.
- ☑ Ask each pupil to read his journal entry to you.
- ☑ Respond to the entry orally, engaging the child in conversation.
- ☑ Respond to the entry in written form- as a comment or question- then models writing, slowing speech to match the writing.
- ☑ Each conference is individualized. If a pupil needs to begin using spacing, scaffold him focus on that need.
- ☑ If the pupil need a help in punctuation or capitalization, focus or scaffold him on that need.
- ☑ Hang all of their best of work on the wall or in the bulletin board to motivate them.

Evaluation

Activity sheet (1)

1-Look and write.

1. Ask pupils to look at the picture.
2. Elicit that today is Salwa's birthday.
3. Tell pupils to write a sentence for Salwa's birthday.
4. pupils complete the activity on their own.

5. Walk around the classroom, check pupils' work, and provide the suitable feedback or conferencing with individual pupils concerning the conventional spelling.
6. Have pupils read what they have written.

Answer: Happy birthday.

***Activity sheet* (1)**

Name:

Look and write.

Today is Salwa's birthday. Write what her friends say to her in this day.



***Activity sheet* (2)**

Name:

Look and write.

Today is bunny's mother day. Write what he says to his mother.



***Activity sheet* (2)**

Look and write.

1. Ask pupils to look at the picture.
2. Elicit that today is Bunny's mother's day.
3. Tell pupils to write a sentence for Bunny's mother day.
4. Tell pupils that they will complete the activity on their own.
5. Walk around the classroom, check pupils' work, and provide the suitable

feedback or conferencing with individual pupils concerning the conventional spelling.

6. Have pupils read what they have written.

Answer: Happy mother's day.

Program References

Abraham, Lee Bauman (2001). *The effects of multimedia on second language vocabulary learning and reading comprehension.* Published doctoral dissertation, The University of New Mexico.

Amen, Randa Atef (2008). *The effectiveness of using the guided discovery method using pictures in developing the writing skills of the primary school students*. unpublished master's thesis, Educational studies institute, Cairo University, Egypt.

Amory, A. (2007). Game object model version II: A theoretical framework for educational game development. *Educational Technology Research and Development,* 55(1), 55–77.

Asaro, Kristie (2008). *The effects of planning instruction and self-regulation training on the writing performance of young writers with autism spectrum disorders*. Published doctoral dissertation, State university of New York.

Bailey, Katheen, M. (2002).Issues in teaching speaking skills to adult ESOL learners. Available at http :// ericaenet /db /edo/Ed, retrieved on 5-12-2009.

Barone, Diane M. (2005). *Improving students' writing, k-8: from meaning making to high stakes,* Corwin Press.

Baylen, Danilo Madayag (2001). *An investigation of a computer-based classroom writing experience.* Published doctoral dissertation, Northern Illinois University, United States, Illinois.

Becker, Katrin (2008). *The invention of good games: understanding learning design in commercial video games*. Published doctoral dissertation, faculty of graduated studies, university of Calgary.

Brewster, jean (2002). *The primary English teacher's guide.* penguin Longman publishing.

Brookes, Arthur& Grundy, Peter (1998). *Beginning to write: writing activities for elementary and intermediate learners*. Cambridge University press.

Brotherton, S. & Williams, C. (2002). Interactive writing in a first grade title 1 literacy program. *Journal of Read Education*, 27, 8-9.

Brown, H. Douglas (2001). *Teaching by principles: An interactive approach to language pedagogy*. London: Longman.

Browne, Ann. (1999). *Teaching writing: key stage 1 and before*. Thornes, Nelson.

Buckingham D and Scanlon M (2000).That is edutainment: media, pedagogy and the market place. Paper presented to the International Forum of Researchers on Young People and the Media, Sydney. In Okan, Zühal (2003). Edutainment: is learning at risk?. *British Journal of Educational Technology,* 34(3), 255–264.

Conard, Deborah J. (2002). *The teacher, the writing curriculum and computers: planning and practice in pedagogy in two second-grade classrooms.* Published doctoral dissertation, Faculty of the Virginia Polytechnic Institute ,State University

Cornbleet, Sandra & Carter, Ronald (2001). *The language of speech and writing. London and New York: Routledge.* In Amen, Randa Atef (2008). *The effectiveness of using the guided discovery method using pictures in developing the writing skills of the primary school students.* unpublished master dissertation, Educational studies institute, Cairo University.

Creech , nancy l. (2008). *Every letter, every sound, every day in every way: a qualitative study of encoding and decoding in an emergent literacy intervention program*. Published doctoral dissertation, Wayne State University, Detroit, Michigan.

Dehaan, Jonathan William (2008). *Video games and second language acquisition: The effect of interactivity with a rhythm video game on second language vocabulary recall, cognitive load, and telepresence.* Published doctoral dissertation, New York University, United States, New York.

DeKanter, Nick (2005). Gaming Redefines Interactivity for Learning. *Association of Educational communication& Technology*, 49(3).

Dickey, Michele D. (2006). *Game design and learning: a conjectural analysis of how massively multiple online role-playing games (MMORPGs) foster intrinsic motivation.* Education Technology Research Development.

Deleveaux, Gia T. (2007). *Critical edutainment: An in-depth look at informal education at one facility.* Published doctoral dissertation, Faculty of education , McGill University.

Dempsey, J., Haynes, L, Lucassen, B, and Casey, M. (2002). Forty simple computer games and what they could mean to educators. *Simulation and Gaming,* 33(2), 157-168.

Du, Xiaoqing (2009). *Examing three types of correction feedback about errors in mechanics and students with writing difficulties in grades4-8.* Published doctoral dissertation, Faculty of the graduate school, University of Minnesota.

Enz, Billie & Morrow, Lesley Mandel (2009). *Assessing preschool literacy development: informal and formal measures to guide instruction.* International reading assoc.

Gregory, Kara (2000). *The influence of the scaffolded writing technique on the literacy development of kindergarten children.* Published doctoral dissertation, Michigan state university.

Glen, Nicole J. (2008).*Writing in elementary school science: factor that influence teacher beliefs and practices*. Published doctoral dissertation, Graduate school of Syracuse university.

Goldberg, A., Russell, M., & Cook, A. (2003). The effects of computers on student Writing: A meta-analysis of studies from 1992-2002. *The Journal of Technology Learning, and Assessment*, 2(1), 1-51.

Green, M., McNeese, N. (2007) *Using Edutainment software to enhance online learning.* International Journal of E-Learning, 6(1), 5–16.

Hadfield, Jill & Hadfield, Charles (2008). *Introduction to teaching English*. Oxford university press.

Hiatt, Key&Rooke, Jonathen (2002).*Creatively& writing skills, finding a balance in the primary classroom.* London: David Fulton publishers.

Honeycutt, Barbi T. (2005). *Students' perceptions and experiences in a learning environment that uses an instructional game as a teaching strategy.* Published doctoral dissertation, North Carolina State University

Indrisano, Roselmina & Paratore, Jeanne R. (2005). *Learning to write, write to learn: theory and research in practice.* International Reading Assoc.

Kebritchi, Mansureh (2008). *Effects of a computer game on mathematics achievement and class motivation: An experimental study.* Published doctoral dissertation, University of Central Florida, United States, Florida.

Ke, Fengfeng (2006). *Computer-based game playing within alternative classroom goal structures on fifth-graders' math learning outcomes: Cognitive, metacognitive, and affective evaluation and interpretation.* Published doctoral dissertation, The Pennsylvania State University.

Lorber, Margo (2004). *Instructional computer technology and student learning: An investigation into using Inspiration(TM) software to improve eighth grade students' ability to write.* Published doctoral dissertation, Fielding Graduate Institute, United States, California.

McCarrier, A., Fountas, l. & Pinnell, G. (1999). *Interactive Writing: how language and literature come together K-2.* Portsmouth, NH: Heinemann.

Mcfarlane, A. (2005). *Playing the learning game.* The times Educational supplement.

McKenzie, J. (2000). Beyond edutainment and technotainment Now. In Okan, Zühal (2003). Edutainment: is learning at risk?. *British Journal of Educational Technology,* 34(3), 255–264.

Meier, E. (2005). Situating technology professional development in urban schools. *Journal of Educating Computing Research,* 32(4), 395-404.

Mills V. (1995). *The writing process and computers: Three Second grade students.* Published doctoral dissertation, Pacific Lutheran University.

Neimeyet, Sarah A. (2006). *An Examination of the Effects of Computer-Assisted Educational Games On student Achievement.* published master's thesis, University of Houston Clear lake.

Peterson, Shelley (2003). *Guided writing instruction: strategies to help students become better writers.* Portage and Main press.

Pinnell G.S. (2001). Shared and interactive writing: Making decisions to support young learners. Ohio *Journal of English Languag ARTS,* 41(2), 8-17.

Roth, Kate (2008). *Interactive Writing: Investigating the Effectiveness of a Dynamic Approach to Writing Instruction for First Graders.* Published doctoral dissertation, Graduate School of Education, Harvard University.

Rivers,Wilga,M.(1990). *Interactive language teaching (4th).* Cambridge University press.

Roth, Kate (2008). *Interactive Writing: Investigating the Effectiveness of a Dynamic Approach to Writing Instruction for First Graders.* Published doctoral dissertation, Graduate School of Education, Harvard University.

Strickland, D. and Morrow, L. (2000) Beginning Reading and Writing. New York, NY: Teachers College Press. 4-5.

Thelen, Peggy Ann (2004). *Kindergarten teacher perceptions regarding the development of young children's emerging literacy skills.* Published doctoral dissertation, Michigan State University

Toth, Katrina Theresa Tomilson(2002). *Teacher motivation and the use of computer-based interactive multimedia.* Published doctoral dissertation, The University of Tennessee.

Verbruggen, Frarnces& Lenski, Susan (2010). *Writing instruction and assessment for English language learners k-8.* Guilford Press.

Vukelich, Carol & Christie, James F. (2004). *Building a foundation for preschool literacy: effective instruction for children's reading and writing development.* International Reading Assoc.

Appendix (B)

Instruments

- Enrichment Writing Activities Needs Assessment survey (EWANA SURVEY)
- Technology Survey
- Primary Teachers-Writing Practices Survey
- Writing Skills Questionnaire
- Pre-post Electronic Writing Test
- Pre-post Paper and Pencil Writing Test
- Pre-post Vocabulary Test
- Writing Analytical Scoring Rubric
- Self- Assessment Writing Checklist
- Reflection Logs
- Early Literacy Achievement Tests
- Computer Edutainment Evaluation sheet
- Writing Development Record

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

Enrichment Writing Activities Needs Assessment survey (EWANA SURVEY)

Designed by

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear supervisors/teacher:……..

This survey is designed to determine the teachers of primary 2nd grade needs for the enrichment of writing activities to develop 2nd graders' writing skills. Therefore, the researcher needs to benefit from your long experience in this domain. Please, indicate your level of agreement with each item below, by circling the answers. There are no correct answers. Information will be kept confidential.

Directions

Please read each item carefully. Then circle the best response [SA, A, NS, D, SD].

SA =Strongly Agree
A =Agree
NS =Not Sure
D =Disagree
SD =Strongly Disagree

Thank you for your participation in this survey.

1. Teachers need enrichment writing activities that assimilate and parallel pupils' current learning needs.	SA	A	NS	SD	D
2. Teachers need enrichment writing activities that are based on meaningful or purposeful bases to learn to write.	SA	A	NS	SD	D
3. Teachers need various enrichment writing activities to address individual student needs.	SA	A	NS	SD	D
4. Teachers need enrichment writing activities that provide an interactive writing component for student learning.	SA	A	NS	SD	D
5. Teachers need enrichment writing activities that scaffold student learning in writing skills.	SA	A	NS	SD	D
6. Teachers need enrichment writing activities that provide opportunities to differentiate instruction based on individual student needs.	SA	A	NS	SD	D
7. Teachers need enrichment writing activities with repetitive text to assist pupils in creating meaning to write.	SA	A	NS	SD	D
8. Teachers need enrichment writing activities that use to some extent high frequency words.	SA	A	NS	SD	D
9. Teachers need enrichment writing activities with simple sentence structure along with computer support instruction.	SA	A	NS	SD	D

10. Teachers need enrichment writing activities that provide a variety of activities to develop writing skills.	SA	A	NS	SD	D
11. Teachers need enrichment writing activities that are entertaining and encourage active engagement.	SA	A	NS	SD	D
12. Teachers need enrichment writing activities that can be reproduced for future use.	SA	A	NS	SD	D

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

A Technology Survey

Designed by

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate: **"The Effect of Using Computer Edutainment on Developing Primary 2nd Graders' Writing Skills".**

Enclosed is a survey, designed by the researcher, to be used in the study. The purpose of this survey is to determine how much experience the 2nd graders have with technology and Edutainment. Thus, you are kindly required to participate in this issue.

Thank you for your sincere cooperation

Technology survey

Name: ……

Class: ……

Circle the selection that best answers each question

1. Do you have a computer at home? هل لديك جهاز كمبيوتر فى البيت؟	نعم لا
2. How many computers do you have? كم عدد أجهزة الكمبيوتر لديك؟	0 1 2 3 أكثر
3. How many hours do you use the computer per day? كم عدد ساعات استخدامك لجهاز الكمبيوتر؟	0 1 2 3 أكثر
4. Do you play computer games at home? هل تلعب العاب كمبيوتر فى البيت؟	نعم لا
5. How many hours, per day, do you spend playing computer games at home? كم عددالساعات التى تقضيها يومياً فى ممارسة العاب الكمبيوتر فى البيت؟	0 1 2 3 أكثر
6. Do you use computer at school? هل تستخدم الكمبيوتر فى البيت؟	نعم لا
7. How many hours, per week, do you use Computer at school? كم عدد الساعات التى تقضيها اسبوعياً فى المدرسة فى استخدام الكمبيوتر؟	0 1 2 3 أكثر
8. Have you ever played computer games at school? هل لعبت العاب كمبيوتر فى المدرسة من قبل؟	نعم لا
9. How many hour, per week, do you play Computer games at school? كم عدد الساعات التى تقضيها اسبوعياً فى ممارسة العاب الكمبيوتر فى المدرسة؟	0 1 2 3 أكثر
10. Do you learn from computer games? هل تتعلم من العاب الكمبيوتر؟	نعم لا
11. What do you learn from computer games? ماذا تتعلم من ألعاب الكمبيوتر؟	……

Thank you for completing this survey.

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

A Primary Teachers-Writing Practices Survey

Designed By

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear supervisors/teachers:

Name……
Position……

This survey aims at finding out the common methods, techniques, and practices used to teach English language writing skills for primary second graders. Therefore, I need to benefit from your long experience in this domain. Please answer the items included in the survey guided by your own observation and experience.

Thank you for your co-operation.

Answer the following questions:

1. How often do your second year primary students write? Please circle one.
 a. 3 times a week
 b. 2 times a week
 c. 1 time a week
 d. Occasionally
 e. never

2. How long is your writing time? Please circle one.
 a. Less than 10 minutes
 b. 10-15 minutes
 c. 15-25 minutes
 d. 25-30 minutes

3. At what point of the year do your students begin to write? Please choose one.
 a. First day of the school
 b. First week of school
 c. First term of school
 d. Second term of school

4. How do you teach writing to second year primary students?
 a. Through copying and following principles of good hand writing.
 b. Through computer
 c. Through assigning certain activities and asking students to do them.

5. What do you use to determine the content of your writing focus lessons? (if more than one, please rank order)
 a. Curriculum
 b. Student needs
 c. Assessment
 d. Students written work
 e. Observation during guided writing.

6. Do you conference with students?
 a. yes
 b. No

7. What kind of conference do you follow? (if more than one, please rank order)
 a. Teacher student conference
 b. Peer conferences
 c. Small group conference
 d. None

8. What do you use to assess student's writing?
 a. Rubrics
 b. Checklists
 c. Traditional tests
 d. None

9. To what extent do you use these techniques in teaching writing? (A= Always, S= Sometimes, N= Never)
 a. Letter/sound correspondence
 b. Interactive writing
 c. Guided writing
 d. Scaffolded writing

10. When do you offer your students feedback on their writing performance?
 a. During writing
 b. After writing
 c. During and after writing
 d. No foodback

11. Do you allow your students to write in their journal?
 a. Always
 b. Sometimes
 c. Never

Results of the Primary Teachers Writing Practices Survey

Items	Responses number	%
1- How often do your second year primary students write?	b) 27 c) 11 2 no response	b) 68% c) 28% 4% no response
2- How long is your writing time?	b) 11 C) 9 d) 20	b) 28% C) 22% d) 50%
3- At what point of the year do your students begin to write?	b) 10 c) 21 d) 9	b) 25% c) 52% d) 23%
4- How do you teach writing to second year primary students?	a) 37 3 no response	a) 95% 5% no response
5- What do you use to determine the content of your writing focus lessons?	a) 40	a) 100%
6- Do you conference with students?	a) 7 b) 33	a) 18% b) 82%
7- What kind of conference do you follow?	a) 5 c) 33 d) 2	a) 13% c) 82% d) 5%
8- What do you use to assess student's writing?	c) 40	c) 100%
9- To what extent do you use these techniques in teaching writing?	a) always 14 sometimes 13 never 23 b) never 32 c) never 40 d) never 40	a) always 15 % sometimes 13% never 53% b) never 80 % b) never 100 % c) never 100 %
10- When do you offer your students	a)8 b)13	a)20% b)34%

feedback on their writing performance?	c)16 3 no response	c)40% 6 % no response
11- Do you allow your students to write in their journal?	c) never 40	c) never 100 %
Total Number	40 primary English teachers and supervisors	

Ain Shams University
Faculty of Education
Dept. of Curriculum& Instruction

2nd Graders' Writing Skills Questionnaire

Designed by

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate **"The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills".**

The researcher is trying to investigate the most appropriate components for developing 2nd primary graders' writing skills. Below is a suggested list of these skills related to five strands. Thus, you are kindly required to participate in the evaluation of these skills in terms of the appropriateness of skills for 2nd primary graders.

Directions

Please, read each skill carefully. Then, circle the best response [SA, A, NS, D, SD] in front of the appropriate ones that are feasible in developing writing skills of these groups.

SA =Strongly Agree

A =Agree

NS =Not Sure

D =Disagree

SD =Strongly Disagree

Thank you for your sincere cooperation

Writing Skills

A- Expressive or stylistic

1. Using simple sentences to convey ideas.	**SA**	**A**	**NS**	**SD**	**D**
2. Using words in an appropriate written context.	**SA**	**A**	**NS**	**SD**	**D**
3. Using short forms of phrases.	**SA**	**A**	**NS**	**SD**	**D**
4. Using correct regular singular/plural nouns in appropriate written context.	**SA**	**A**	**NS**	**SD**	**D**
5. Using correct prepositions in an appropriate written context.	**SA**	**A**	**NS**	**SD**	**D**
6. Answering simple questions.	**SA**	**A**	**NS**	**SD**	**D**
7. Writing description of actions/objects/ People/ weather**.**	**SA**	**A**	**NS**	**SD**	**D**
8. Identifying objects/people in writing	**SA**	**A**	**NS**	**SD**	**D**
9. Writing own name.	**SA**	**A**	**NS**	**SD**	**D**
10. Writing own age.	**SA**	**A**	**NS**	**SD**	**D**

B- Mechanics and spelling

11. Using sound/symbol relationship to writing words.	**SA**	**A**	**NS**	**SD**	**D**

12. Using basic punctuation	**SA**	**A**	**NS**	**SD**	**D**
13. Using capitalization	**SA**	**A**	**NS**	**SD**	**D**
14. Spelling words.	**SA**	**A**	**NS**	**SD**	**D**
15. Using resources to spell words.	**SA**	**A**	**NS**	**SD**	**D**

C- Organization and form

16. Using appropriate spacing between words.	**SA**	**A**	**NS**	**SD**	**D**
17. Using left to right directionality.	**SA**	**A**	**NS**	**SD**	**D**
18. Using return sweep (return to the left for the next line).	**SA**	**A**	**NS**	**SD**	**D**

D- Writing as a process (prewriting, drafting, revising, editing)

19. Generating ideas for writing through talking, sharing, and drawing.	**SA**	**A**	**NS**	**SD**	**D**
20. Using a basic writing process (e.g. prewriting, drafting, revising) to develop writing.	**SA**	**A**	**NS**	**SD**	**D**
21. Using drawing, invented spelling, or conventional text to create writing drafts.	**SA**	**A**	**NS**	**SD**	**D**
22. Revise a draft by rereading.	**SA**	**A**	**NS**	**SD**	**D**
23. Using a simple checklist to revise and assess writing.	**SA**	**A**	**NS**	**SD**	**D**

24. Using writing strategies and concepts in writing.	**SA**	**A**	**NS**	**SD**	**D**

E- Writing as a product (resulting in word samples)

25. Producing journal writing to share with classmates.	**SA**	**A**	**NS**	**SD**	**D**
26. Producing written pieces such as lists and card to share with classmates.	**SA**	**A**	**NS**	**SD**	**D**

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

Electronic Writing Test For 2nd Primary Graders

Designed by

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate: **"The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills".**

Enclosed is a writing test that will be designed electronically for 2nd primary graders. Please, clarify your opinion concerning:

1. Items
2. Whether the items measure the objectives in the table of specification or not.
3. Applicability and fitness for the group of the study.
4. Appropriateness of each question.
5. Any further addition or deletion.

Thank you for your sincere cooperation

Table of Specifications of Electronic Writing Test

No.	Behavioral Objectives	Point Tested	Item No	Testing items	Score
1	Identifying school objects.	Identifying objects	3	Completion	4
2	Writing word numbers from (1-10)	Writing number words	4	Completion	4
3	Using regular singular/Plura nouns.	Using singular/ plural nouns	5	Completion	4
4	Writing own first name.	Writing name	1	"Wh" questions	4
5	Writing own age.	Writing age	2	"Wh" questions	4
6	Expressing likes and dislike in writing.	Writing sentences using like/dislike.	6	Completion	4
7	Describing actions.	Describing actions.	7	Completion	4
8	Describing people (appearance/ feeling).	Describing people	9	Completion	4
9	Writing words of colors.	Writing color words	11	Completion	4
10	Answering questions Concerning colors.	Answering questions	10	"Wh" questions	4
11	Describing people stating Possession of things.	Writing sentences using "has got"	12	Completion	4
12	Identifying family members in writing.	Identifying family members	13	Completion	4
13	Identifying means of transportation.	Identifying means of transportation	8	Completion	4
14	Describe weather.	Describing weather	14	Completion	4
15	Telling time in writing.	Writing time	16	Completion	4
16	Writing sentences expressin wants.	expressing wants in writing	15	Completion	4
17	Using prepositions of place.	Writing prepositions of place	17	Completion	4
18	Expressing appreciation for favorable (birthday, mothers' day) occasions.	Writing appreciation for favorable occasions	18	Multiple choice	4

Test instructions

Instructions for teachers:

- Set up class for individual work.
- Read the test.
- Give students sufficient time to write.

تعليمات الاختبار:

تعليمات للمدرس

- قم بإعداد الفصل ليكون كل تلميذ على حدة.
- قم بقراءة الاختبار.
- اعط التلاميذ الوقت المناسب للإجابة عن الأسئلة.

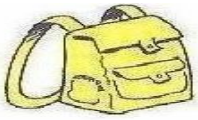
1. What's your name? ما اسمك ؟

I

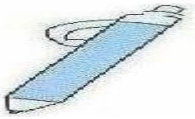
2. How old are you? كم عمرك؟

I

3. Look at the pictures and complete the sentences. أنظر إلى الصور ثم اكمل الجمل.

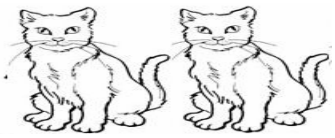


a) It ….. ……. …….



b) It …… … …….

4. Count the items, then write the correct word number.
عد الأشياء ثم قم بكتابة الأرقام بالحروف.



a-……



b- ……

5. Look at the pictures and write the missing words.
أنظر إلى الصور ثم قم بكتابة الكلمات الناقصة.



a- Three ……..



b- One ……

6. Look at the pictures and complete the sentences.
أنظر إلى الصور ثم قم بتكملة الجمل.



a- I ……. …….



b- I don't ……. …….

7. Look at the pictures then complete the sentences.

انظر إلى الصور ثم أكمل الجمل.





a-She is **b- He is**

8. Look at the picture, then identify the objects.

أنظر إلى الصور ثم عرف الأشياء في كل صورة.





a- This **b- This**

9. Describe the people in each picture. صف الأشخاص في كل صورة.





a- she …. ……. **b-** He **is**

10. Answer the following questions. أجب عن الأسئلة الأتية.

a. What color is the tree?  ……. …… ……

b. What color is the apple?  …… ……. ……

11. Complete the following sentences with the suitable word colors.
أكمل الجمل الأتية بكلمات الألوان المناسبة.

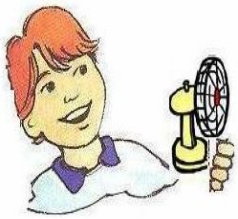


a-The dog is ……



b- The dog is ……..

12. look at the picture, then describe what s/he has got.
انظر إلى الصور ثم صف ما يمتلكه كل شخص.



a-He …… …….. ……



b-She ……. …… ……

13. Look at the picture, then identify the family members.
أنظر إلى الصور ثم عرف أفراد العائلة فى كل صورة



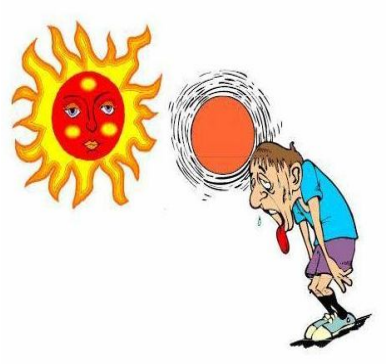
a-This is my ……



b-This is my ……

14. Look at the picture, then describe the weather in each picture.

أنظر إلى الصور ثم صف حالة الجو فى كل صورة.





a) It ….. ……. **b) It …… ……**

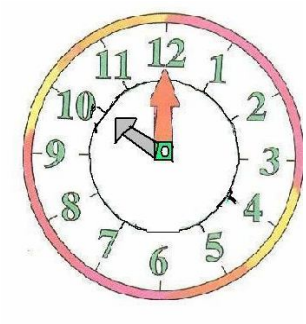
15. Look at the picture, select two kinds of food you want to eat in your breakfast and write two sentences about what you want.

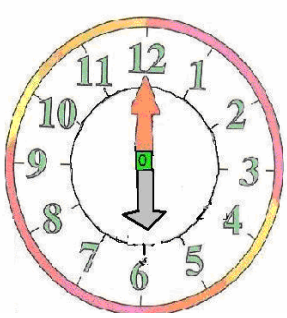
أنظر إلى الصورة ثم اختر نوعين من الأطعمة تريد أن تتناولهم فى افطارك ثم أكتب جملتين عما تريده.

I ……. …….	
I …….. ……	

16. Look and complete. What is the time?

أنظر ثم أكمل. كم الوقت؟





a- It is ….. ……. o'clock.

b- It ….. ……. o'clock.

17. Look at the picture, then complete the sentences.

أنظر إلى الصور ثم أكمل الجمل.





a. The dog is ……the table.

b. The dog is ……the box.

18. Select what you can write for your friend's birthday.

اختر ما تستطيع أن تكتبه لصديقك فى عيد ميلاده.



a- Happy mother's day.
b- Happy birthday.

…….

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

Paper and pencil Writing Test For 2nd Primary Graders

Designed by

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear/ Jury member:

The researcher is pursuing her master's degree to investigate: **"The Effect of Using Computer Edutainment on Developing Primary Second Graders' Writing Skills".**

Enclosed is a writing test. Please, clarify your opinion concerning:

1. Items
2. Whether the items measure the objectives in the table of specification or not.
3. Applicability and fitness for the group of the study.
4. Appropriateness of each question.
5. Any further addition or deletion.

Thank you for your sincere cooperation

Table of Specifications of Paper and pencil Writing Test

No.	Behavioral Objectives	Point Tested	Testing Item
1	Write own first name.	Writing name	Essay questions
2	Write own age.	Writing age	Essay questions
3	Express likes and dislikes in writing.	Writing sentences using like/dislike.	Essay questions
4	Describe actions.	Describing actions.	Essay questions
5	Describe people (appearance/ feeling).	Describing actions.	Essay questions
6	Describe people stating possession.	Writing sentences using "has got"	Essay questions
7	Identify family members in writing.	Identifying family members	Essay questions

Test instructions

Instructions for teachers:

- Set up class in an individual work.
- Encourage drawing then writing sentences to go with the ideas in the drawing(s).
- Supply students with paper and writing or artistic tools that encourage drawing and writing.
- Read and discuss the topic.
- Give students sufficient time to write.

تعليمات الاختبار:

تعليمات للمدرس

- قم بإعداد الفصل ليكون كل تلميذ على حده.
- شجع الطلاب على القيام بالرسم ثم اكتب بعض الجمل عن هذا الموضوع.
- قم بتزويد الطلبة بأدوات الرسم والكتابة.
- قم بقراءة ومناقشة الموضوع.
- أعطى التلاميذ الوقت المناسب للكتابة.

Writing Test
For 2nd Primary Graders

1. Write about the following topics.

Topic(1): "My self"

Draw a picture of your self. Write about yourself. Do the following:

- Write your name.
- Write your age.
- Write how many sisters and brothers you have.
- Write what things you have.
- Write what you like.

Topic(2): "My favorite pet"

Draw a picture of your favorite pet . Write about it. Do the following:

- Write its name.
- Write its age.
- Write its color.
- Write what it looks like (is it thin, fat,……etc.).

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

Writing Rubric for 2nd Primary Graders

Designed by

Azza Ashraf Mohammed

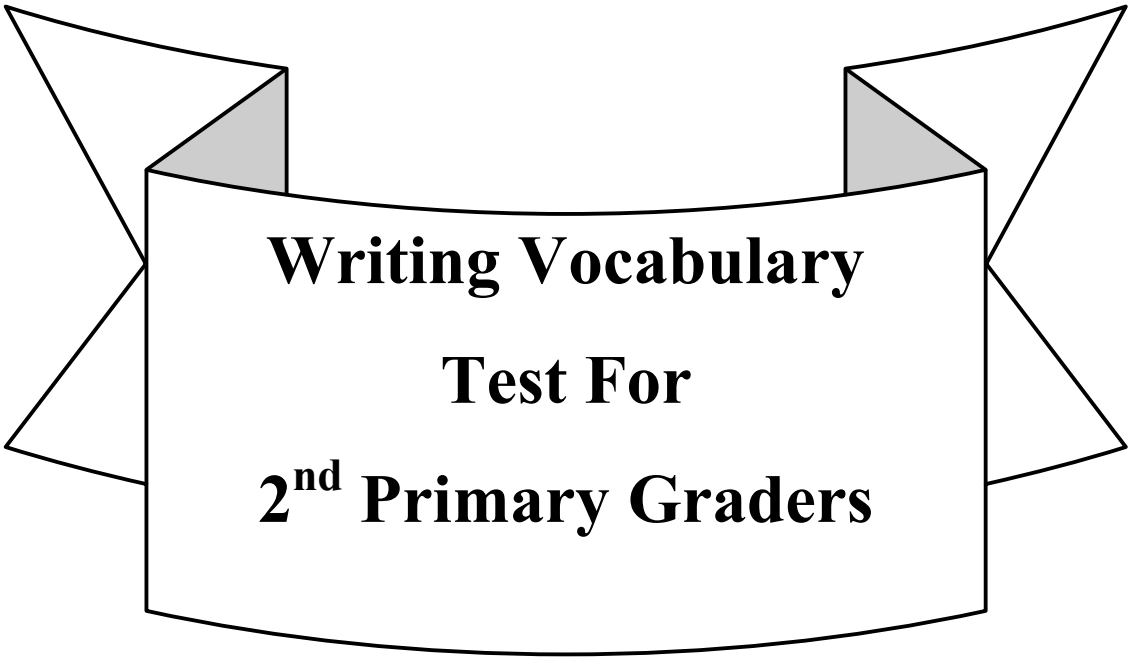
Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Writing Rubric for 2nd Primary Graders

Level / Criteria	4 Excellent	3 Proficient	2 Approaching	1 Limited	0 below	Points
style	Writes from three to five simple sentences related to a topic.	Writes two simple sentences related to a topic.	Writes some words related to a topic.	Writes strings of letters to look like words.	Picture only. No writing.	
Organization and form	Consistent spacing between words.	Infrequent use of spacing between words.	Writing appears to flow from left to right. No spaces between words.	Scattered pictures with letters. Appears to lack organization. Writes with scribbles.	Picture only. No writing.	
conventions	Control over: basic punctuation, spelling of most words, capitals used correctly and consistently.	A few errors in conventions, but errors do not interfere with the meaning of the piece.	Punctuation and capitalization may be lacking/ mixes upper and lower case letters.	No evidence of conventions yet. Difficult to follow or read aloud. random marks or scribble writing.	Picture only and no writing yet.	
Content and ideas	Single topic with detail. Words convey meaning.	Pupil writes phrases related to the topic. The topic is lacking in detail.	Pupil is able to write few words related to the topic.	A few letters or scribbles. Pupil has not written any words related to the topic except some letters.	Pupil does not have grasp of information; no writing yet.	
				Total……>		


Writing Vocabulary
Test For
2nd Primary Graders

WRITING VOCABULARY TEST

Test instructions

1. Say to the pupil: **Let's see how many words you can write.**

Note: You may prompt the child using the following questions. Use as many or all of the suggested prompts, as necessary, if the child stops writing and has not reached the time limit.

Prompts

- Write your name.
- Write the names of people in your family.
- Write the names of some numbers.
- Write the names of some animals.
- Write the names of some colors.
- Are there any other words you can write?
- Are there any other small words you know, such as I, me, mom, to, the, and, in, do, go, no, my, etc.?

2. Continue until the child has written all the words s/he knows. Do not exceed thirty minutes.

3. One point is given for each word spelled correctly.

WRITING VOCABULARY SCORE SHEET

Name: **Test score:**

class:..... **Time: 30 minutes**

……

Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

A Self- Assessment Checklist

for
2nd Primary Graders

Designed By
Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate: **"The Effect of Using Computer Edutainment on Developing Primary Second Graders' Writing Skills".**

Enclosed is a self-assessment checklist, designed by the researcher, to be used in the study. The purpose of this self-assessment checklist is to get pupils revise and evaluate their writing in order to overcome their shortage of writing. Thus, you are kindly required to participate in the evaluation of this self-assessment checklist concerning:

1. Items
2. Applicability and fitness for the group of the study.
3. Appropriateness of each item.
4. Any further addition or deletion.

Thank you for your sincere cooperation

A Self-Assessment Checklist for Second Grade Writers

Name: _____



How well do I write?

Put √ or X before each item and give yourself 1 point for each item you check off below. See how many points you accumulate after assessing yourself.

ضع علامة (√) أم (×) أمام كل عبارة وأعطى لنفسك درجة واحدة لكل عبارة تحققت فى كتابتك وأنظر إلى عدد النقاط التى حصلت عليها بعد تقييمك لنفسك.

Place a √ on the face that shows how you feel about what you wrote.

ضع علامة √ أمام الوجه الذى يعبر عما تشعر به تجاه ما كتبته.



	yes	No
_____ 1. Did I try to spell words by sounding them out? هل حاولت هجاء الكلمات عن طريق نطقها ؟ 	☐	☐
_____ 2. Did I use the word wall or computer or sound/letter cards to spell words?  هل قمت باستخدام كلمات الحائط أو الكمبيوتر أو كروت الأصوات والحروف لهجاء الكلمات؟	☐	☐
_____ 3. Did I use finger spaces? هل قمت بترك مسافة إصبع بين الكلمات؟ 	☐	☐
_____ 4. Did I use capital letters to begin the sentence? The cat is red. هل قمت بجعل الجملة تبدأ بحرف كبير ؟	☐	☐
_____ 5. Did I use capital letters to begin names? I am Ali. هل قمت بجعل أسماء الأشخاص تبدأ بحرف كبير ؟	☐	☐
_____ 6. Did I put a period (.) at the end of the sentence? The cat is red. هل قمت بوضع نقطة فى نهاية الجملة؟	☐	☐
_____ 7. Did I begin writing from left to right? هل قمت ببدء الكتابة من الشمال إلى اليمين؟ 	☐	☐
_____ 8. Did I re-read my sentences to myself? هل قمت بإعادة قراءة الجمل لنفسى؟ 	☐	☐
_____ 9. Did I read my sentences to my friends to see if they make sense? هل قمت بقراءة الجمل إلى زملائى ؟ 	☐	☐

☐ Total points



Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

A Writing Strategies and Concepts

Checklist

For 2nd Primary Graders

Designed By

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith **Prof. Zeinab M. Amin**

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate **"The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills".** Enclosed is a checklist of writing strategies and concepts that are taught during the course. It is designed to gain further insight about the strategies and concepts pupils use in their independent writing. Thus, you are kindly required to participate in the evaluation of this checklist.

Thank you for your sincere cooperation

A checklist of writing strategies and concepts

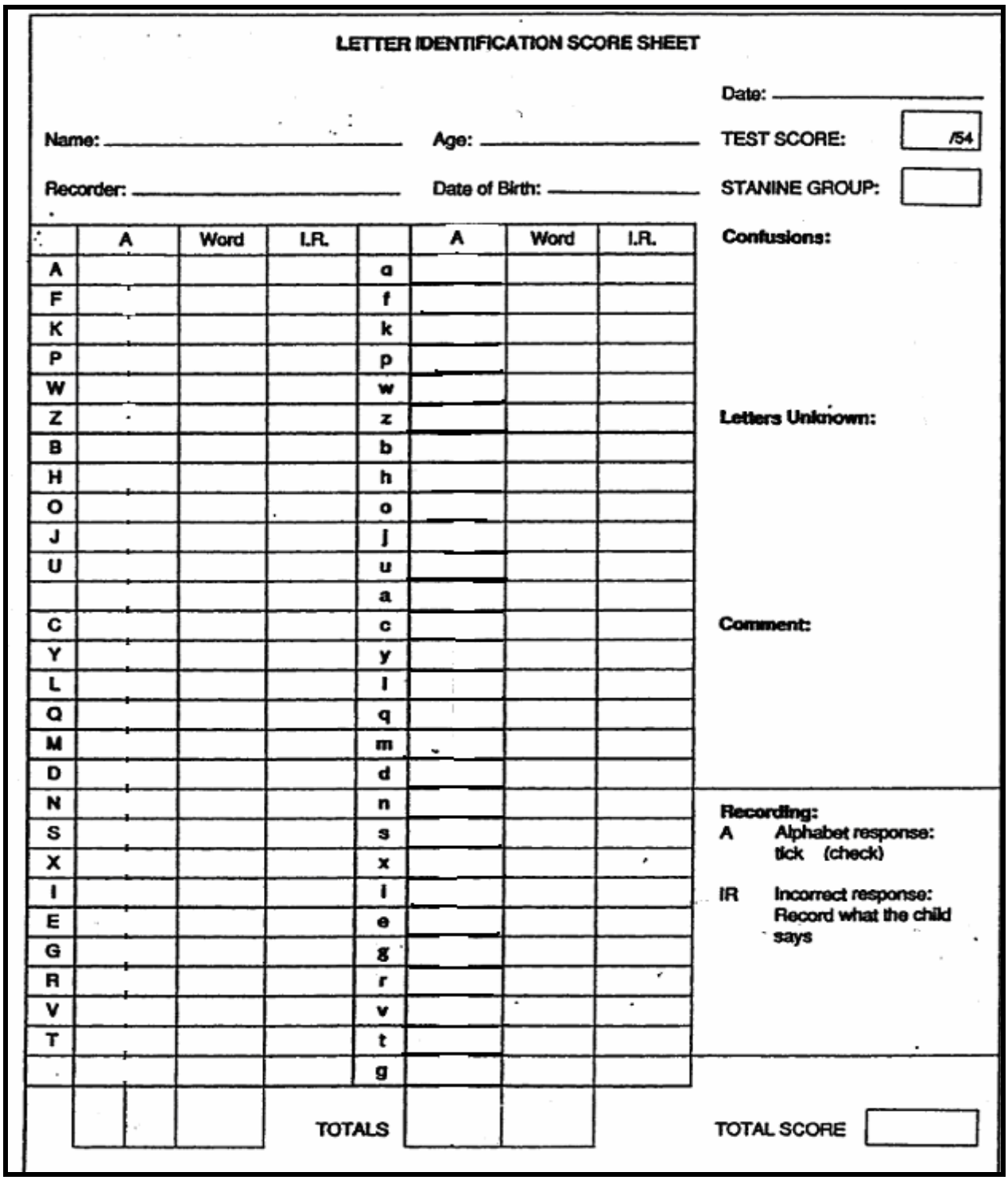
Pupil's Name:……

Writing strategies and concepts	Month		
	Oct.	Nov.	Dec.
1. Use of repetition (repetition of sentence portion)			
2. Use of resources to write words(word wall, word cards, computer software)			
3. Use of phonemic segmentation			
4. Use of re-reading for meaning			
5. Use of "chunk" strategy			
6. Manipulate initial phoneme to change words			
7. Assistance from interaction with peers			
8. Assistance from interaction with teacher			
9. Use of related activities (drawing)			
10. Use sound/symbol correspondence			
11. Use of pacing			
12. Use of capitalization and punctuation			
13. Use of directionality (writing from left to right)			
14. Use of return sweep (Where to go after the end of the line)			
15. Use of analogy strategy • Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) • Use of rime (-ack, -at, -eat)			

Early literacy Achievement Tests

Letter Identification Test:

This test was an individual assessment that measured a child's ability to identify capital and lower case letters. 26 lower case letters were presented (two forms of 'a' and 'g') and 26 capital letters, with 54 as a possible score.



LETTER IDENTIFICATION SCORE SHEET

Date: _____

Name: _____ Age: _____ TEST SCORE: /54

Recorder: _____ Date of Birth: _____ STANINE GROUP:

	A	Word	I.R.		A	Word	I.R.
A				a			
F				f			
K				k			
P				p			
W				w			
Z				z			
B				b			
H				h			
O				o			
J				j			
U				u			
				a			
C				c			
Y				y			
L				l			
Q				q			
M				m			
D				d			
N				n			
S				s			
X				x			
I				i			
E				e			
G				g			
R				r			
V				v			
T				t			
				g			
				TOTALS			

Confusions:

Letters Unknown:

Comment:

Recording:
A Alphabet response: tick (check)

IR Incorrect response: Record what the child says

TOTAL SCORE

Hearing and Recording Sounds in Words Test

Directions for administering hearing and recording sounds in words:

1. The assessment area should be quiet and free from major distraction.
2. Assess the student's ability to record sounds. *Note*: Do not score the child's writing and letter formation.
3. the pupils received credit for phonemes that are correctly presented, but the word do not have to be spelled correctly.
4. Score one point for each correct response as demonstrated in the scoring guide.
5. Read through the sentences at normal speed. Some of these words you may not know. Say them slowly and think how you would write them.
6. Dictate the sentences slowly, word by word. If the child has difficulty, say, You say it slowly. If the child cannot complete the word, say We'll leave that word. The next word is . .
7. Say to the pupils: I am going to read you two sentences. When I have read it through once, I will read it again very slowly so that you can write the words of the sentences.

1. I h a v e a b i g d o g a t h o m e.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

2. T o d a y I a m g o i n g t o t a k e
17 18 19 20 21 22 23 24 25 26 27 28 29 30
h i m t o s ch oo l.
31 32 33 34 35 36 37

Scoring guidelines:

Score one point for each sound (phoneme) the child has recorded. Count only the numbered letters. Extra letters added by the child do not affect scoring. Since this

task involves sound analysis, accept any letter(s) which represent the same phoneme; for example, accept the following kinds of substitutions even though the spelling is incorrect.

s c o o l	**s k o l**	**s c h u l**	**beg**	**kat**
school	school	school	big	cat

HEARING AND RECORDING SOUNDS SCORE SHEET

Name: Test score: **/37**

class:..... Time: 20 minutes

……...

WRITING VOCABULARY TEST

Test instructions

1. Say to the pupil: **Let's see how many words you can write.**

Note: You may prompt the child using the following questions. Use as many or all of the suggested prompts, as necessary, if the child stops writing and has not reached the time limit.

Prompts

• Write your name.

• Write the names of people in your family.

• Write the names of some numbers.

• Write the names of some animals.

• Write the names of some colors.

• Are there any other words you can write?

• Are there any other small words you know, such as I, me, mom, to, the, and, in, do, go, no, my, etc.?

2. Continue until the child has written all the words s/he knows. Do not exceed twenty minutes.

3. One point is given for each word spelled correctly.

WRITING VOCABULARY SCORE SHEET

Name: Test score:

class:..... Time: 30 minutes

……



Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

The Computer Edutainment Evaluation sheet

Designed By

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith **Prof. Zeinab M. Amin**

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate **"The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills".** Enclosed is an evaluation sheet for evaluating the suggested computer Edutainment program, designed by the researcher, to be utilized in the study. Please, evaluate it in the light of the attached evaluation sheet.

Your feedback is highly appreciated. Thank you for your sincere co-operation

	Criteria					
Interface design						
To what extent is the software Pleasing? Does the program's interface use media (text, animations, sound) in ways that enhance learning?						
	The media used is highly developed.	SA	A	NS	D	SD
	Screens are laid out in well-organized ways and consistent design through out.	SA	A	NS	D	SD
	The interface of this program is likely to be pleasing to the learner.	SA	A	NS	D	SD
	The fonts, graphics and music are of high quality.	SA	A	NS	D	SD
	Media related to the content that help create meaning.	SA	A	NS	D	SD
	To what extent is the software Supportive?					
	All necessary instructions are supplied within the program.	SA	A	NS	D	SD
	Instructions supplied within the program are helpful to the learners.	SA	A	NS	D	SD
	The program makes a beep or sound to indicate errors.	SA	A	NS	D	SD
	The interface responds informative valid action message when appropriate.	SA	A	NS	D	SD
	After repeated invalid actions, the interface shows the learner how to correctly operate the function.	SA	A	NS	D	SD
	Programs' functions are placed in equivalent locations on screens.	SA	A	NS	D	SD
	Things on the screen function as expected.	SA	A	NS	D	SD

	The material is easy to navigate.	SA A NS D SD
	To what extent is the software Interactive?	
	The program gains learner's attention from the beginning.	SA A NS D SD
	Learners should demonstrate mastery of introduced knowledge before moving on to new one.	SA A NS D SD
	The program supplies adequate opportunity for learners to practice the target skill.	SA A NS D SD
	The program supplies adequate opportunity for learners to interact with each other.	SA A NS D SD
	To what extent is the software Instructional supportive?	
	Stated objectives are met.	SA A NS D SD
	The content is suitable for both the objectives and the learners.	SA A NS D SD
	The content is well organized.	SA A NS D SD
	Language used is age appropriate and vocabulary is understandable.	SA A NS D SD
	Feedback and reinforcement are used for on students' progress.	SA A NS D SD

Other comments

……

……

……

……



Ain Shams University
Faculty of Education
Dept. of Curricula &Teaching Methods

Writing Development Record

For 2nd Primary Graders

Designed By

Azza Ashraf Mohammed

Supervised by

Prof. Asmaa Gheith

Prof. Zeinab M. Amin

Dear/ Jury member:

The researcher is pursuing her master's Degree to investigate **"The Effect of Using Computer Edutainment on Developing 2nd Primary Graders' Writing Skills".** Enclosed is a writing development record. It is designed to record the level of writing or writing development that pupils display throughout the month. Thus, you are kindly required to participate in the evaluation of this writing development record.

Thank you for your sincere cooperation

Writing Development Record

Pupil's Name:……

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble……..			
2. Random letters or symbols…….			
3. Drawing……			
4. String of letters…….			
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……			
10. Conventional spelling……..			

Appendix (C)

- Tables of Writing Strategies and Concepts Data
- Tables of Writing Development Record Data

Pupil 1 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation		√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy		√	√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat	√	√	√

Pupil 2 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√		√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	

Pupil 3 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation			
4	Use of re-reading for meaning		√	√
5	Use of "chunk" strategy			√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 4 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy		√	√
6	Manipulate initial phoneme to change words			
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 5 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words			
7	Assistance from interaction with peers	√	√	√
8	Assistance from interaction with teacher	√	√	√
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			√
11	Use of pacing			√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)	√		√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)			√

Pupil 6 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning		√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words			
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√	√	√

Pupil 7 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation			√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words			√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher			
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√	√	√

Pupil 8 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy		√	√
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher			
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing			√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√	√	√

Pupil 9 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			√
6	Manipulate initial phoneme to change words			√
7	Assistance from interaction with peers			
8	Assistance from interaction with teacher	√	√	√
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat	√	√	√

Pupil 10 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)			
2	Use of resources to write words(word wall, computer software)			
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning		√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√	√	√
8	Assistance from interaction with teacher			
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)			

Pupil 11 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation		√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers			
8	Assistance from interaction with teacher	√	√	
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing			√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 12 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy		√	√
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√		√
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat		√	√

Pupil 13 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning			
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words			√
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√	√	√

Pupil 14 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers			
8	Assistance from interaction with teacher	√	√	√
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			
11	Use of pacing			
12	Use of capitalization and punctuation	√		√
13	Use of directionality (writing from left to right)			√
14	Use of return sweep (Where to go after the end of the line)			√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)			

Pupil 15 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)			

Pupil 16 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√	√	√
8	Assistance from interaction with teacher	√	√	√
9	Use of related activities (drawing)		√	√
10	Use sound/symbol correspondence			
11	Use of pacing			
12	Use of capitalization and punctuation			
13	Use of directionality (writing from left to right)			√
14	Use of return sweep (Where to go after the end of the line)	√		√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)			

Pupil 17 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning			√
5	Use of "chunk" strategy		√	√
6	Manipulate initial phoneme to change words	√		√
7	Assistance from interaction with peers	√		√
8	Assistance from interaction with teacher	√	√	
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation			
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)			√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√	√	√

Pupil 18 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√	√	
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 19 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation			√
4	Use of re-reading for meaning			
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words			
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation	√		√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)			√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√		√

Pupil 20 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√		
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation		√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 21 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation		√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√	√	√
8	Assistance from interaction with teacher	√		√
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			√
11	Use of pacing		√	√
12	Use of capitalization and punctuation	√	√	√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 22 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation		√	√
4	Use of re-reading for meaning	√		
5	Use of "chunk" strategy	√		
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√	√	√
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing			√
12	Use of capitalization and punctuation	√		
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr*Use of rime (-ack, -at, -eat)			

Pupil 23 Writing Strategies & Concepts

		Month		
	Writing strategies and concepts	**Oct.**	**Nov.**	**Dec.**
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	0	0	0
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√		√

Pupil 24 Writing Strategies & Concepts

		Month		
	Writing strategies and concepts	**Oct.**	**Nov.**	**Dec.**
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation			
4	Use of re-reading for meaning			
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words		√	√
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation	√		
13	Use of directionality (writing from left to right)			√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)			√

Pupil 25 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation			√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√	√	√
8	Assistance from interaction with teacher	√	√	
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			√
11	Use of pacing			√
12	Use of capitalization and punctuation			√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)	√		√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√		

Pupil 26 Writing Strategies & Concepts

	Writing strategies and concept	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy			
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√	√	
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 27 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	√
3	Use of phonemic segmentation			√
4	Use of re-reading for meaning			
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words			
7	Assistance from interaction with peers	√	√	
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence			√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation	√		√
13	Use of directionality (writing from left to right)		√	√
14	Use of return sweep (Where to go after the end of the line)			√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√		√

Pupil 28 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation		√	√
4	Use of re-reading for meaning		√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers			
8	Assistance from interaction with teacher	√	√	
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation		√	√
13	Use of directionality (writing from left to right)	√	√	√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)	√		√

Pupil 29 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√	√	
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning	√	√	√
5	Use of "chunk" strategy	√	√	√
6	Manipulate initial phoneme to change words			
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence	√	√	√
11	Use of pacing		√	√
12	Use of capitalization and punctuation			√
13	Use of directionality (writing from left to right)			√
14	Use of return sweep (Where to go after the end of the line)	√	√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Pupil 30 Writing Strategies & Concepts

	Writing strategies and concepts	Month		
		Oct.	Nov.	Dec.
1	Use of repetition (repetition of whole sentence or sentence portion)	√	√	√
2	Use of resources to write words(word wall, computer software)	√		
3	Use of phonemic segmentation	√	√	√
4	Use of re-reading for meaning			
5	Use of "chunk" strategy		√	√
6	Manipulate initial phoneme to change words	√	√	√
7	Assistance from interaction with peers	√		
8	Assistance from interaction with teacher	√		
9	Use of related activities (drawing)	√	√	√
10	Use sound/symbol correspondence		√	√
11	Use of pacing	√	√	√
12	Use of capitalization and punctuation	√		√
13	Use of directionality (writing from left to right)			√
14	Use of return sweep (Where to go after the end of the line)		√	√
15	Use of analogy strategy *Use of onset - digraphs (i.e. sh-, ch-, th-) - consonant blends (i.e. br-, tr-, gr) *Use of rime (-ack, -at, -eat)		√	√

Tables of
Writing Development Record Data

Pupil 1

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……		√	
10. Conventional spelling…….			√

Pupil 2

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……			
10. Conventional spelling……		√	√

Pupil 3

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……			√
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……		√	
9. Transitional spelling……			√
10.Conventional spelling……			

Pupil 4

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……			√
6. Use of beginning sounds of words…			
7. Consonants represent words……			
8. Invented spelling……		√	
9. Transitional spelling……			√
10.Conventional spelling……			

Pupil 5

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 6

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……			√
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……		√	
9. Transitional spelling……			√
10.Conventional spelling……			

Pupil 7

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling…….		√	
10.Conventional spelling……			√

Pupil 8

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling…….		√	
10.Conventional spelling……			√

Pupil 9

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 10

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling…			√

Pupil 11

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words…			
7. Consonants represent words……			
8. Invented spelling……		√	
9. Transitional spelling…….			
10.Conventional spelling……			√

Pupil 12

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling…….		√	
10.Conventional spelling……			√

Pupil 13

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 14

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words…			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 15

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words…			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 16

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling……			
9. Transitional spelling……		√	
10.Conventional spelling…			√

Pupil 17

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words…			
7. Consonants represent words……			
8. Invented spelling…….		√	
9. Transitional spelling…….			
10.Conventional spelling…….			√

Pupil 18

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	√
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling…….		√	
10.Conventional spelling……			√

Pupil 19

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	√
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 20

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words…			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……		√	
10.Conventional spelling……			√

Pupil 21

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……		√	
10.Conventional spelling…….			√

Pupil 22

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……		√	
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spellin…….			
9. Transitional spelling…			
10.Conventional spelling…….		√	√

Pupil 23

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….	√		
3. Drawing……	√		
4. String of letters…….			
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling…….			
10.Conventional spelling…….		√	√

Pupil 24

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling…….			
10.Conventional spelling…….		√	√

Pupil 25

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……			
10.Conventional spelling…….		√	√

Pupil 26

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……			
10.Conventional spelling…….		√	√

Pupil 27

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words…			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……			
10.Conventional spelling…….		√	√

Pupil 28

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling……			
10.Conventional spelling…….		√	√

Pupil 29

Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……	√		
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling…….			
10.Conventional spelling…….		√	√

Pupil 30

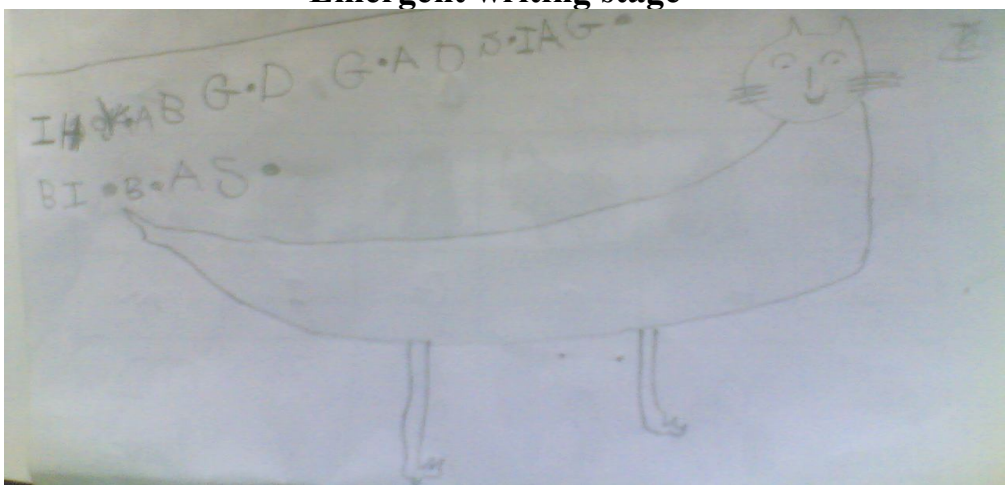
Writing Stages and forms	Month		
	Oct.	Nov.	Dec.
1. Scribble…….			
2. Random letters or symbols…….			
3. Drawing……			
4. String of letters…….	√		
5. Coping a print……			
6. Use of beginning sounds of words……			
7. Consonants represent words……			
8. Invented spelling…….			
9. Transitional spelling…….			
10.Conventional spelling…….		√	√

Appendix (D)

Pupils' Writing Samples

Pupil 1

Emergent writing stage

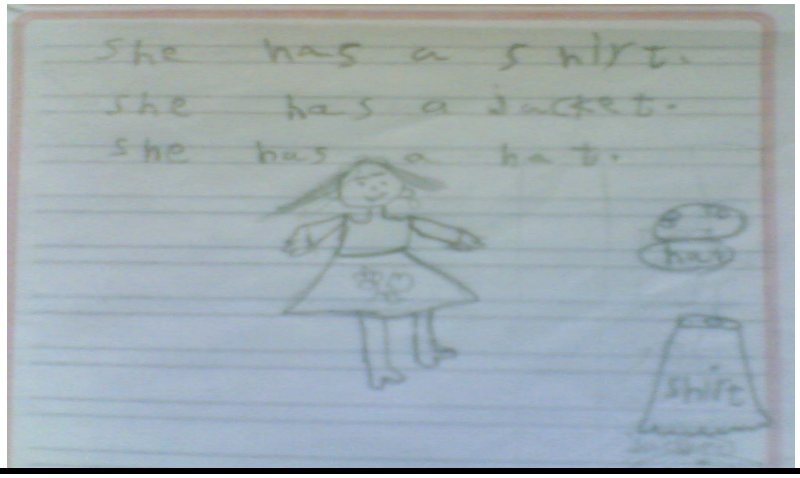


Developing writing stage



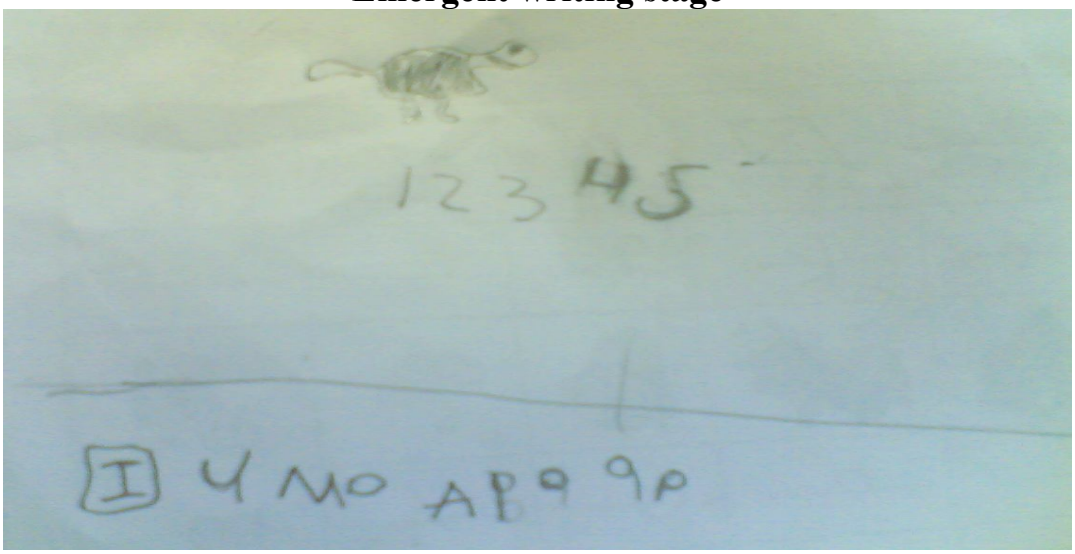


Exceptional writing stage

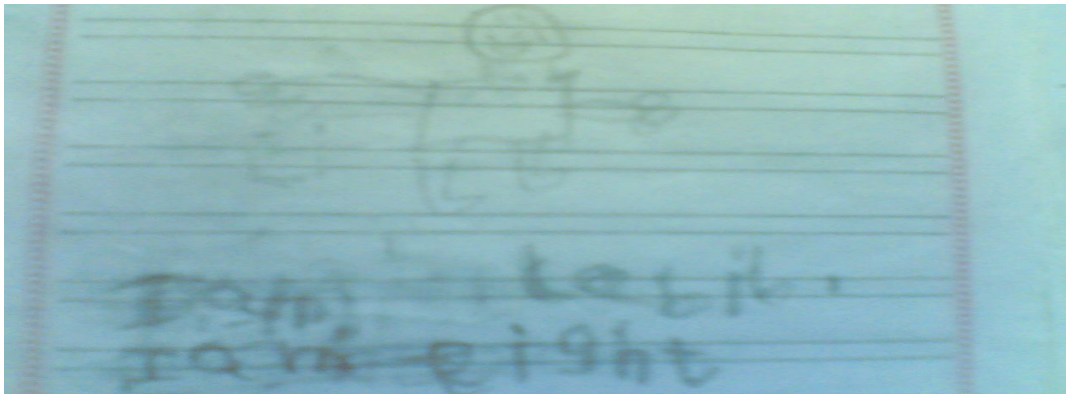


Pupil 2

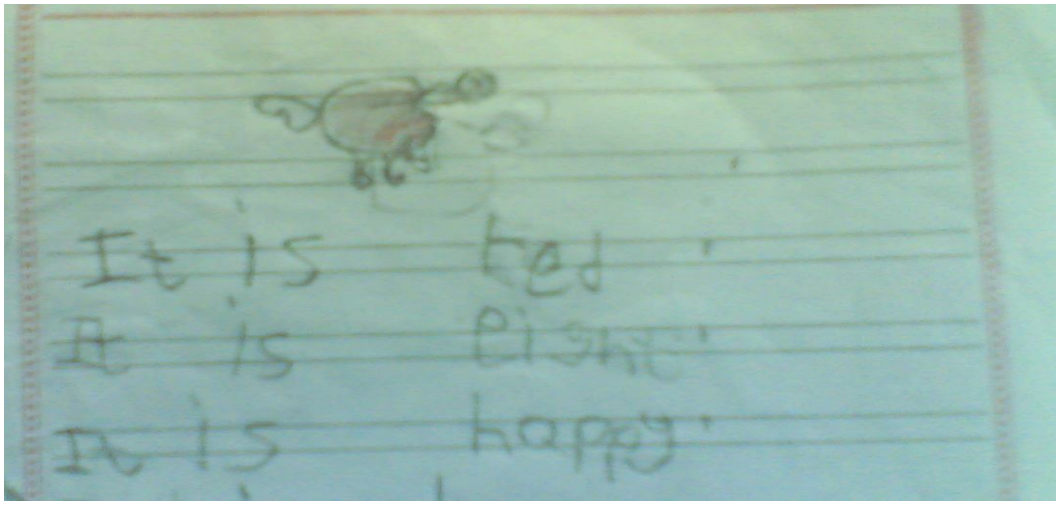
Emergent writing stage



Developing writing stage

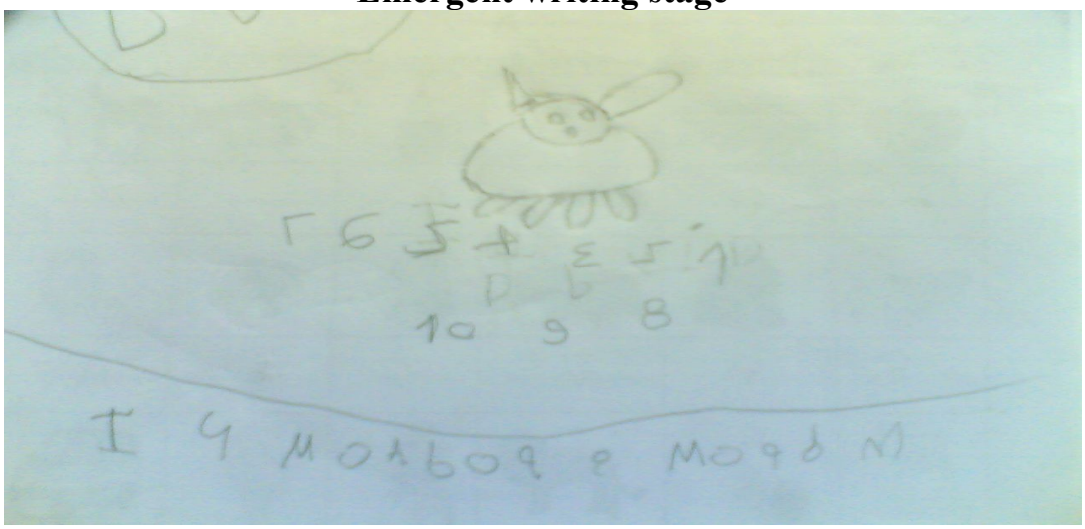


Exceptional writing stage



Pupil 3

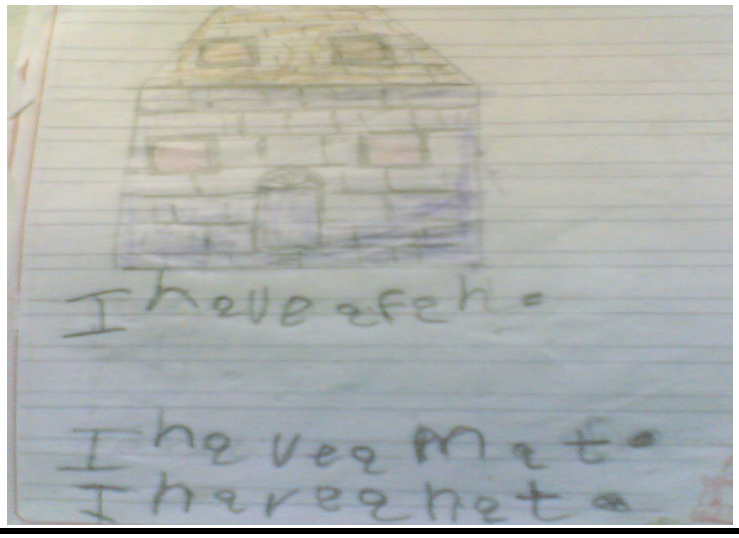
Emergent writing stage



Developing writing stage

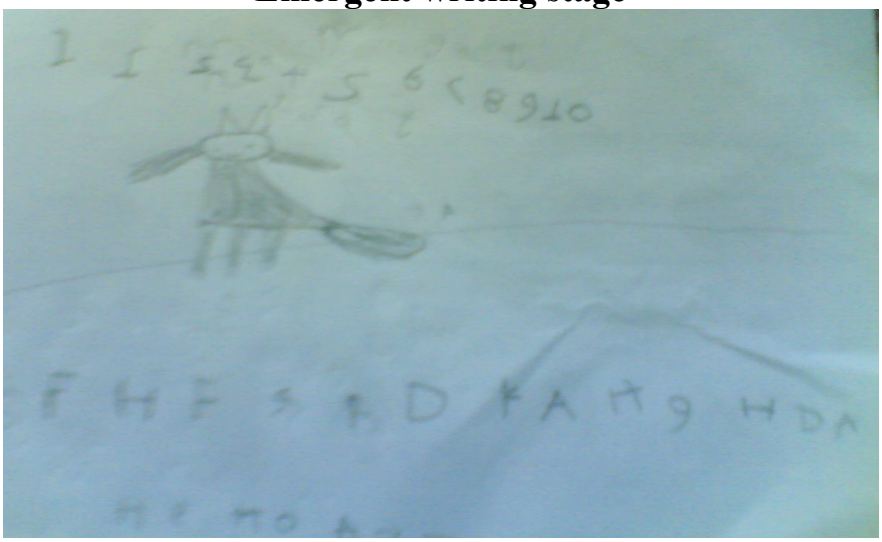


Exceptional writing stage

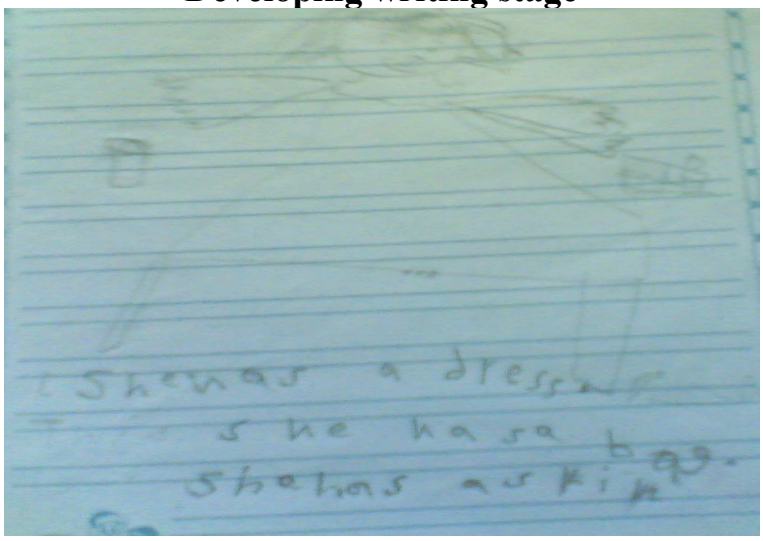


Pupil 4

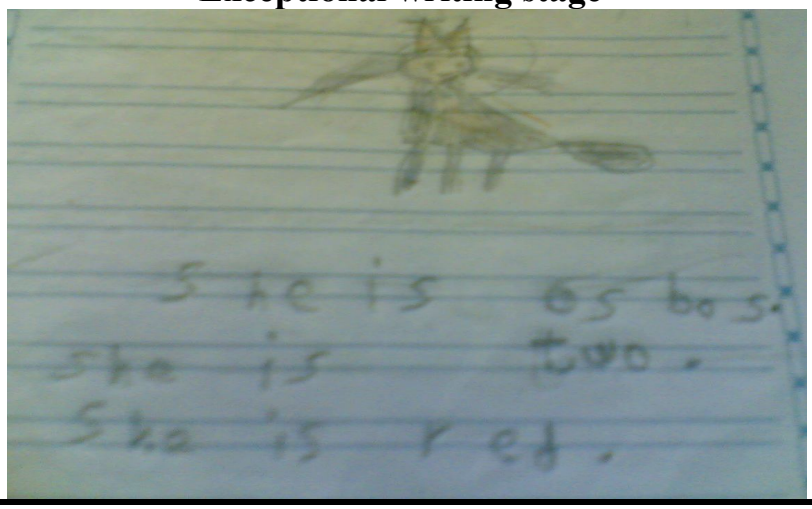
Emergent writing stage



Developing writing stage

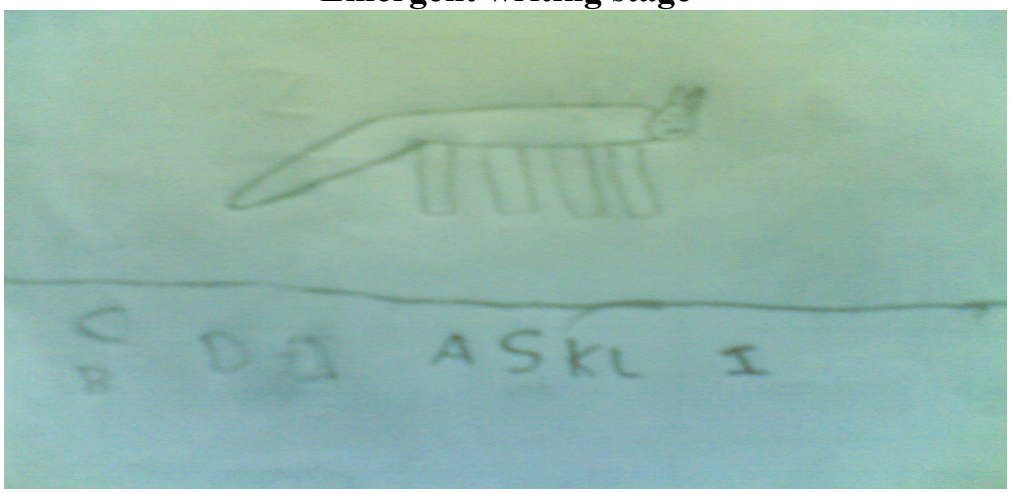


Exceptional writing stage

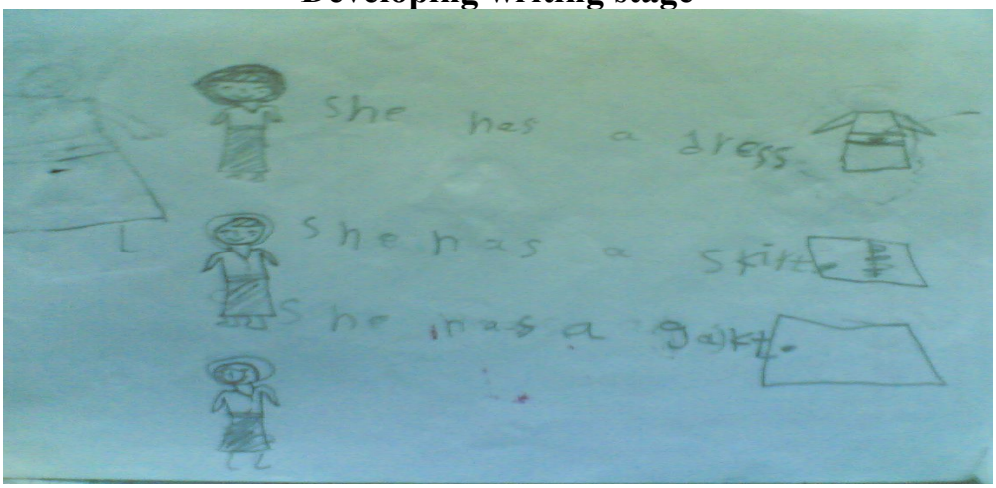


Pupil 5

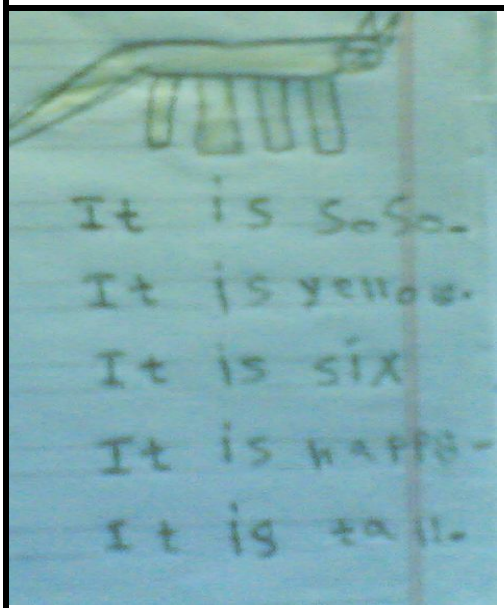
Emergent writing stage



Developing writing stage



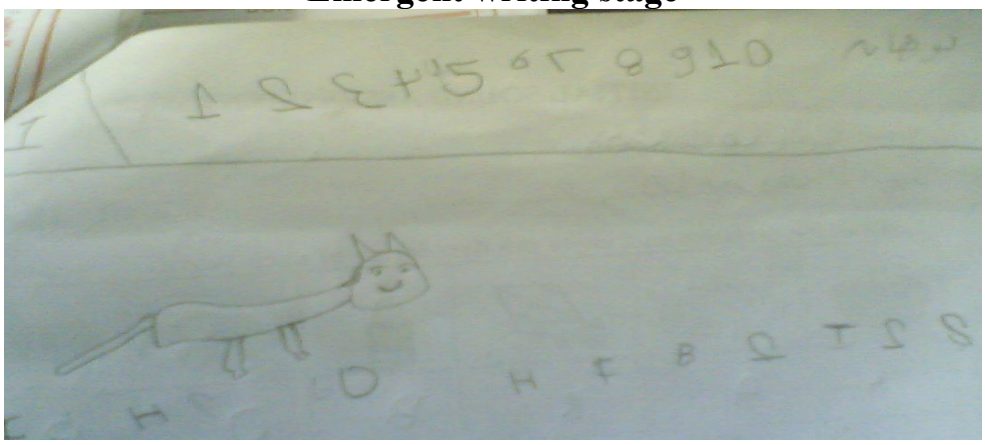
Exceptional writing stage



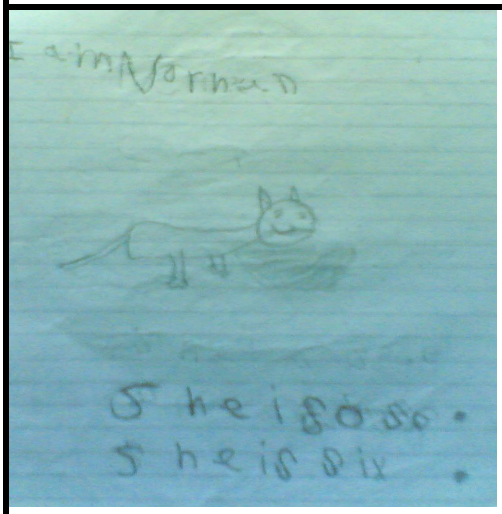


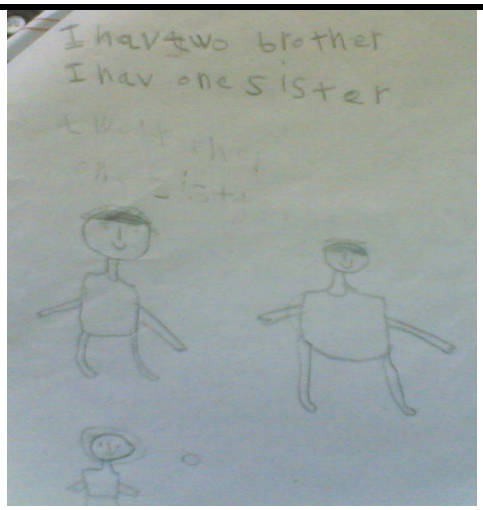
Pupil 6

Emergent writing stage

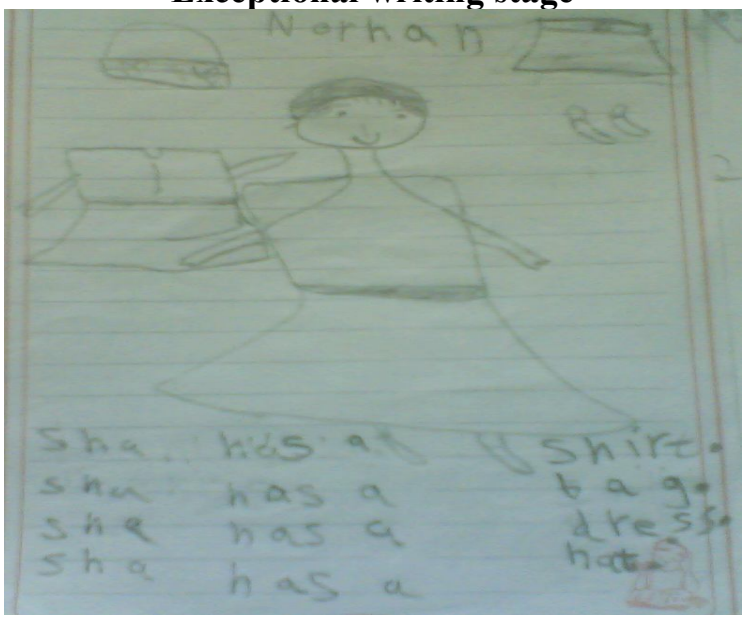


Developing writing



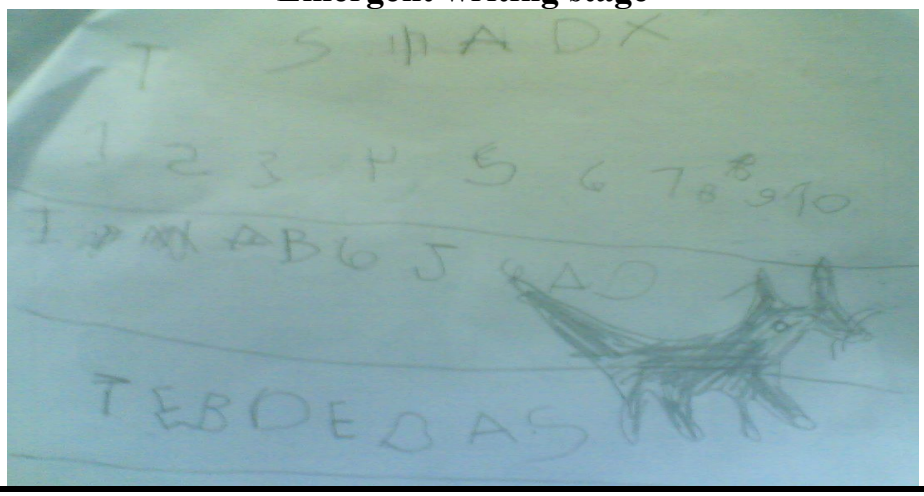


Exceptional writing stage



Pupil 7

Emergent writing stage



Developing writing stage



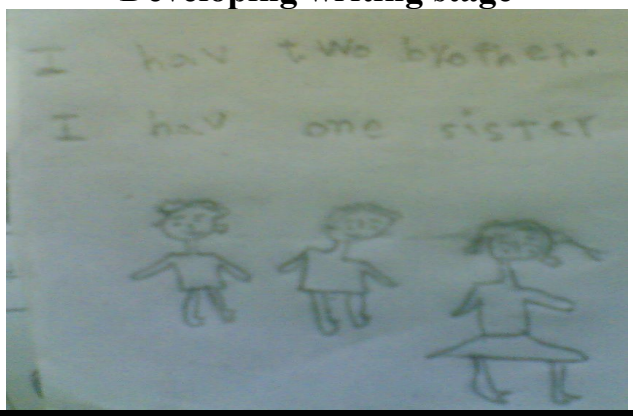


Pupil 8

Emergent writing stage

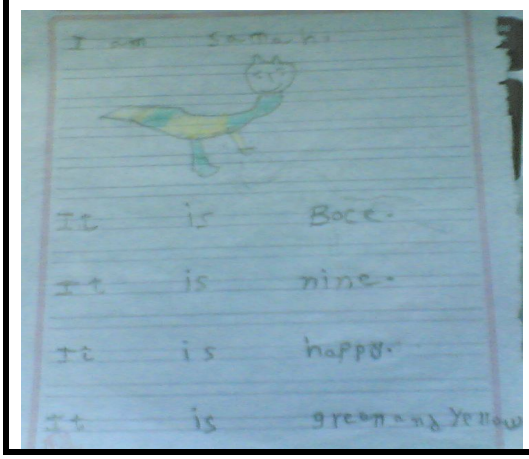


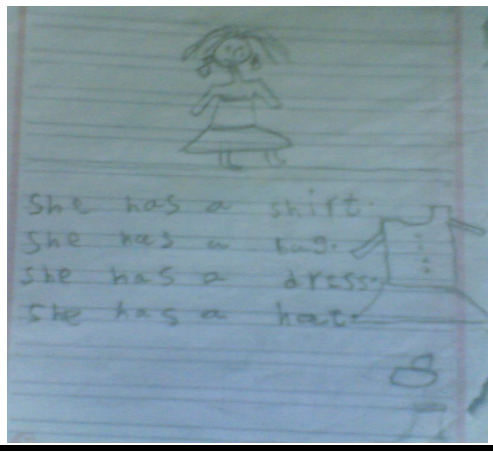
Developing writing stage



Exceptional writing stage

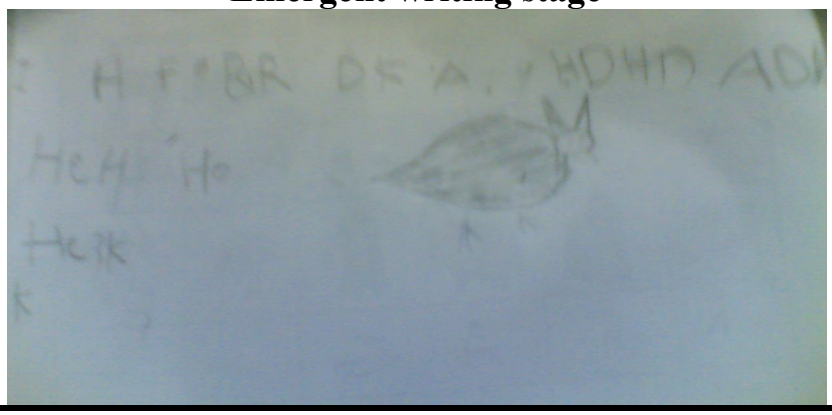






Pupil 9

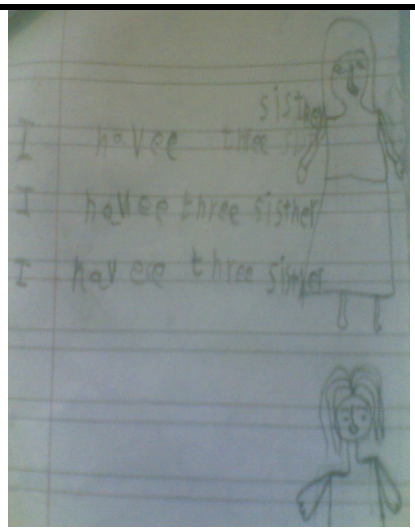
Emergent writing stage



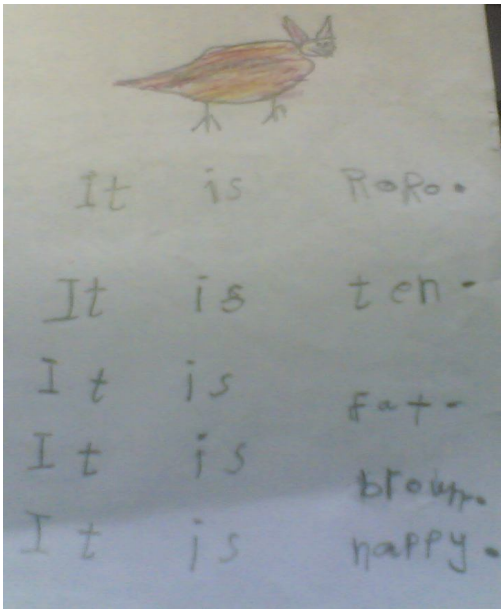
Developing writing stage

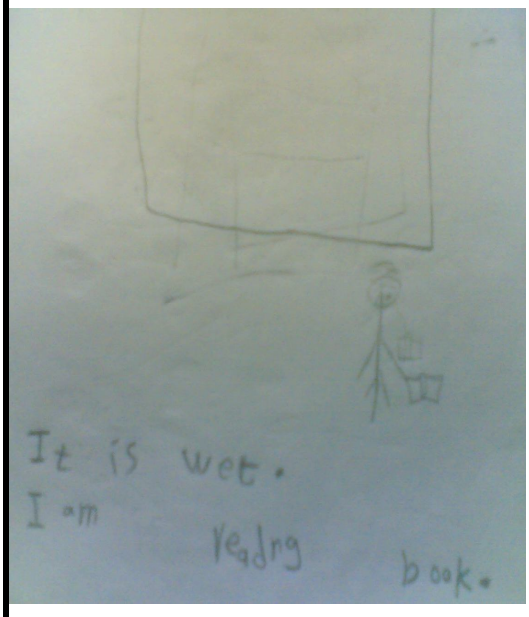






Exceptional writing stage





Pupil 10

Emergent writing stage

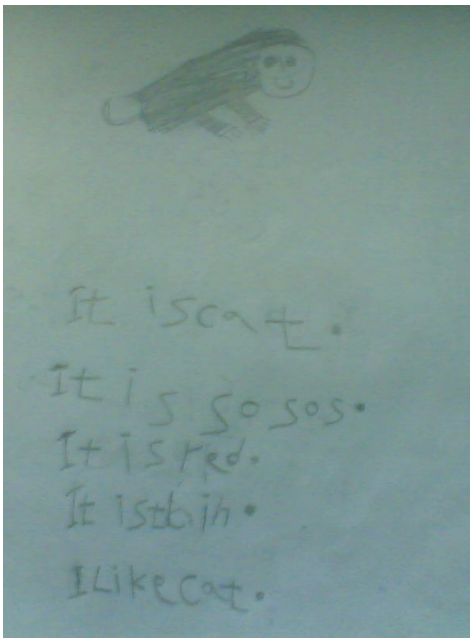


Developing writing stage



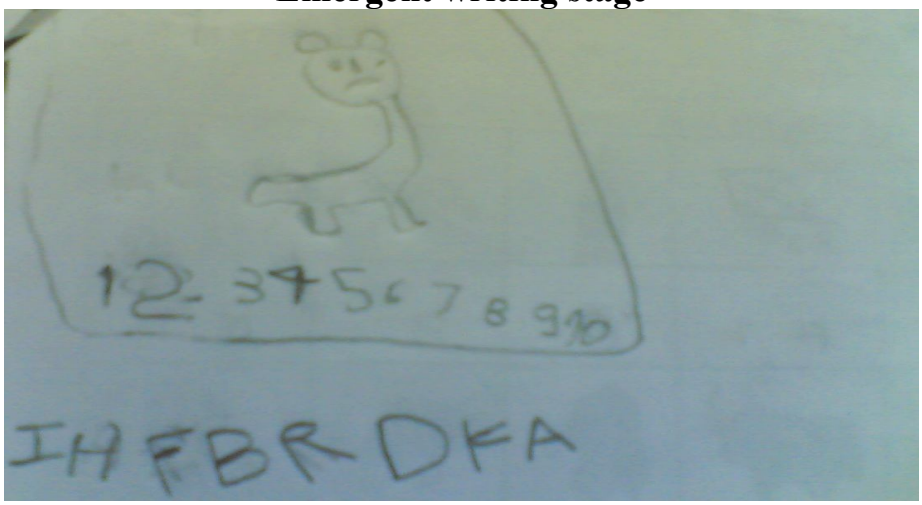
Exceptional writing stage





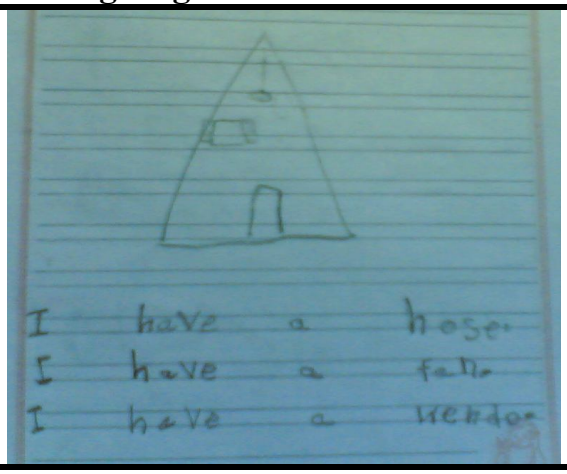
Pupil 11

Emergent writing stage

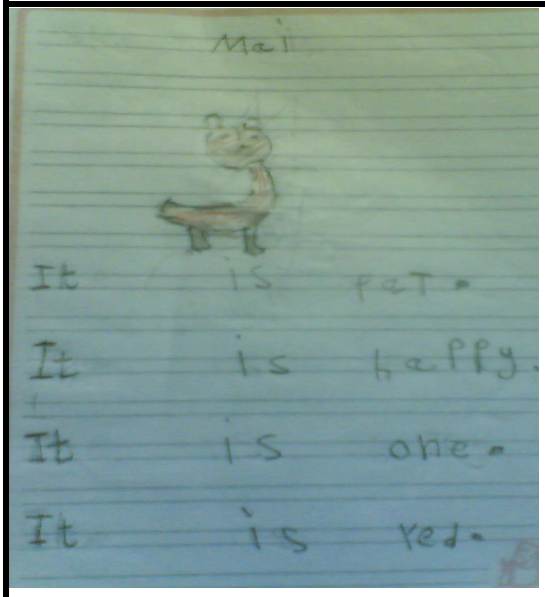


Developing writing stage





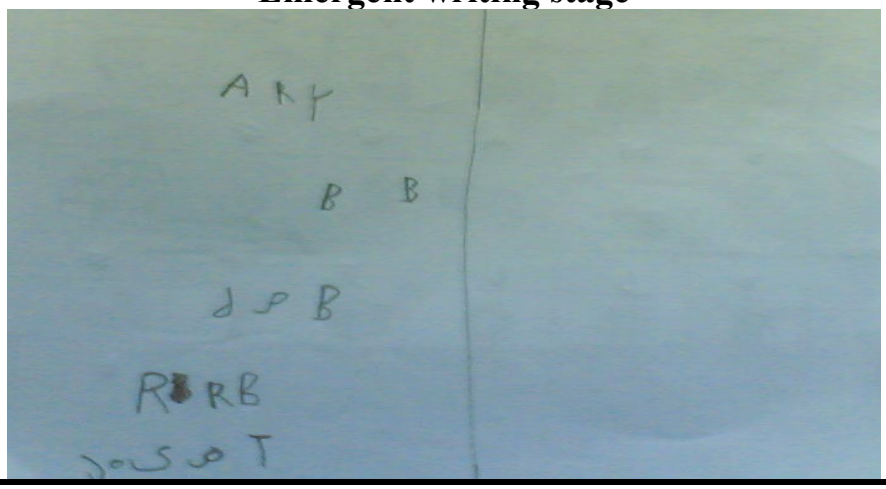
Exceptional writing stage





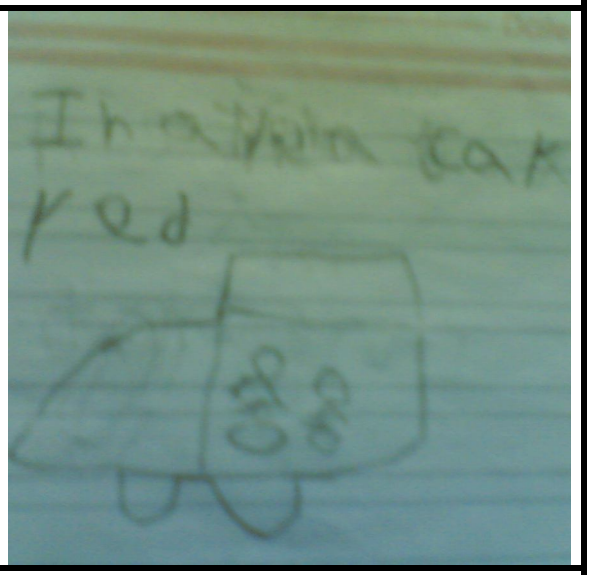
Pupil 12

Emergent writing stage

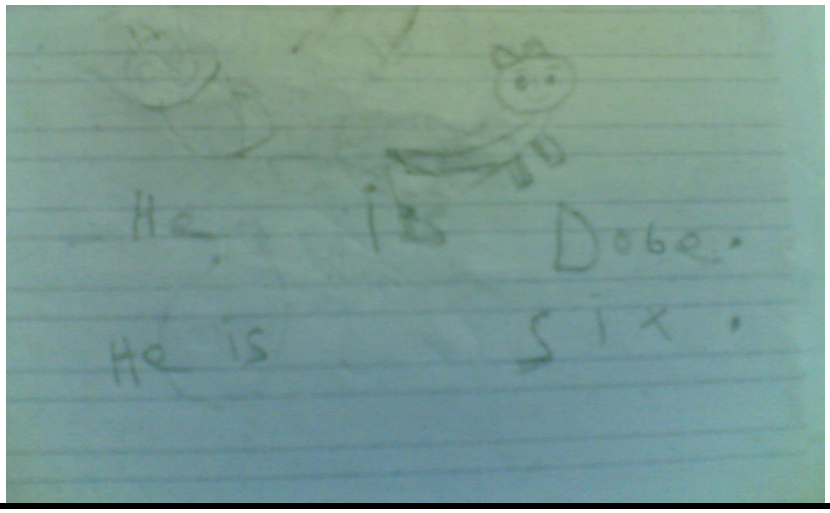


Developing writing stage



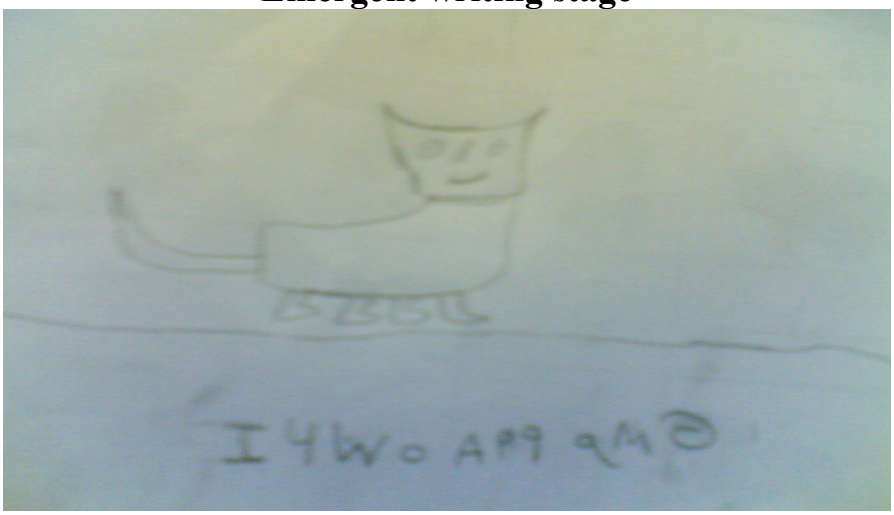


Exceptional writing stage

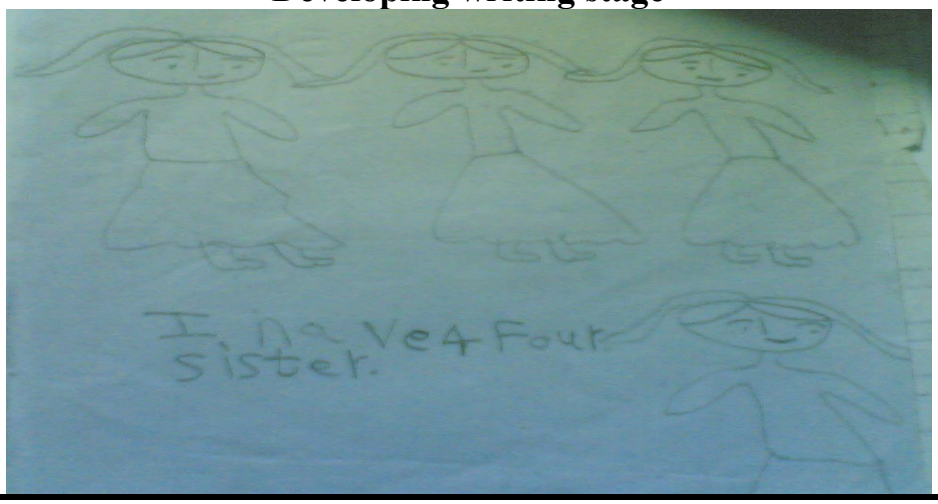


Pupil 13

Emergent writing stage



Developing writing stage



Exceptional writing stage



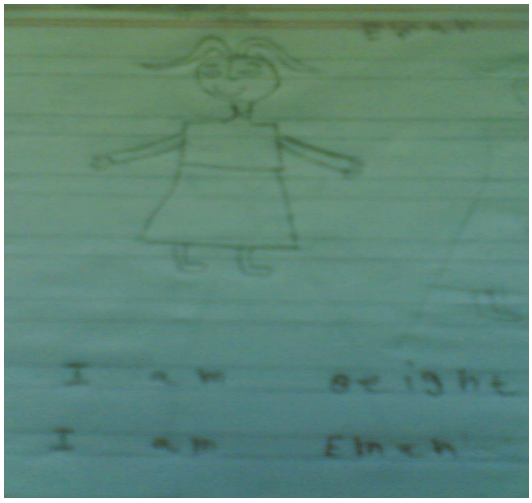


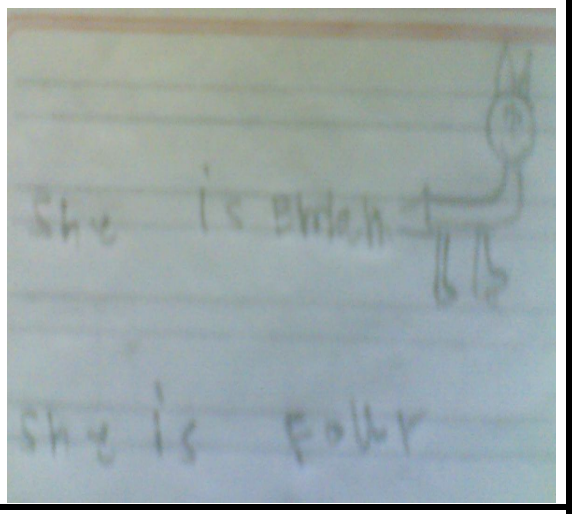
Pupil 14

Emergent writing stage

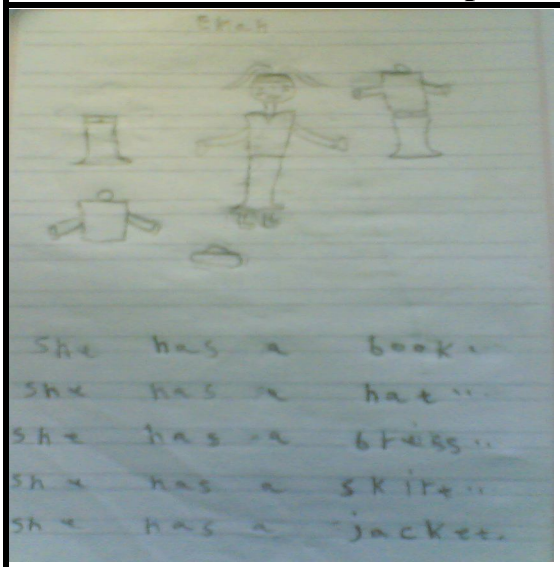


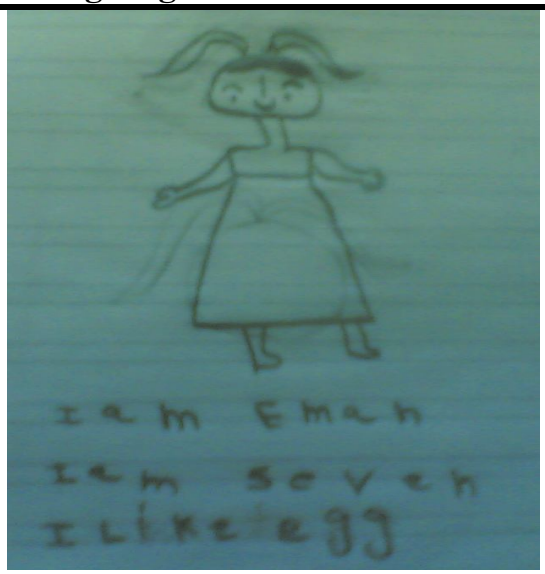
Developing writing stage





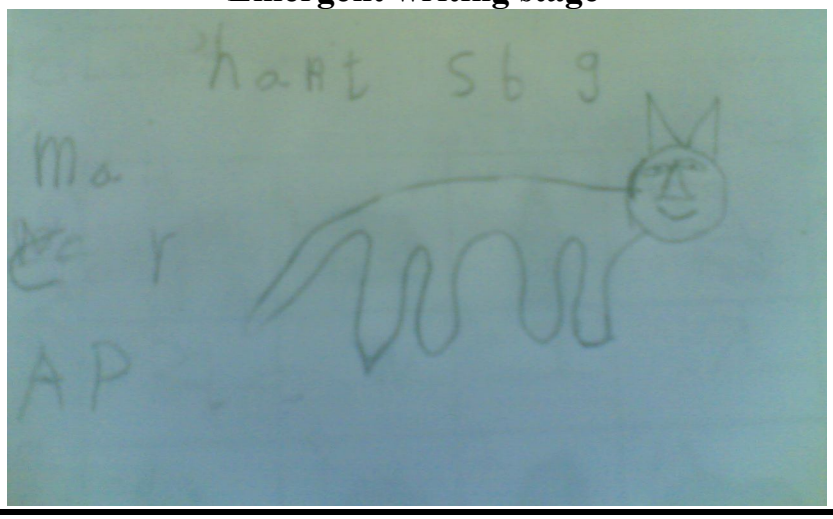
Exceptional writing stage



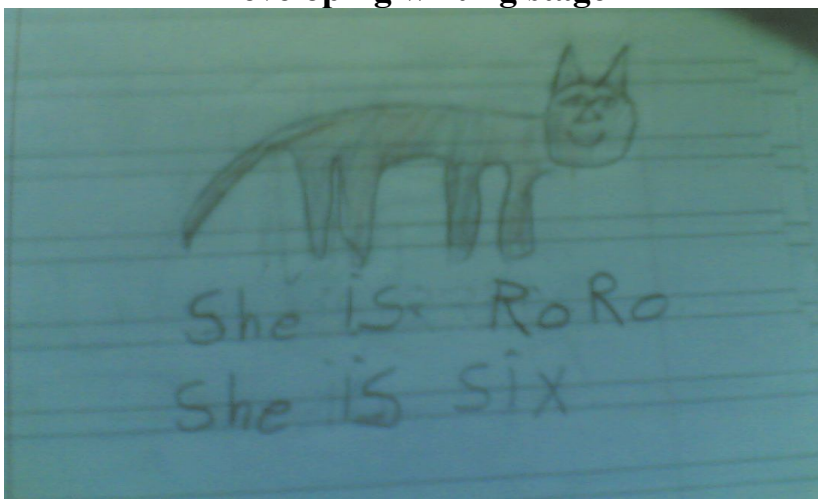


Pupil 15

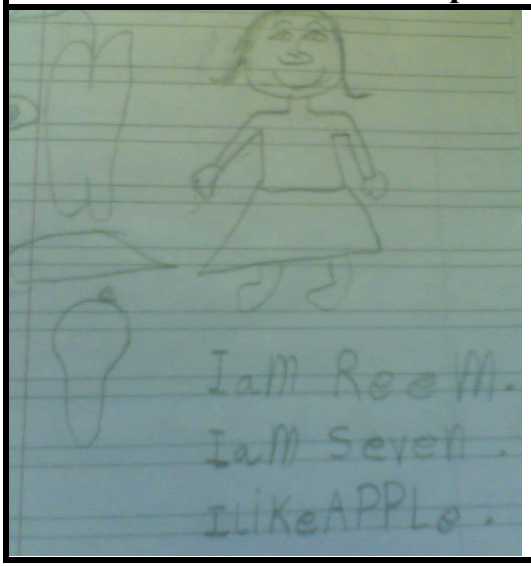
Emergent writing stage

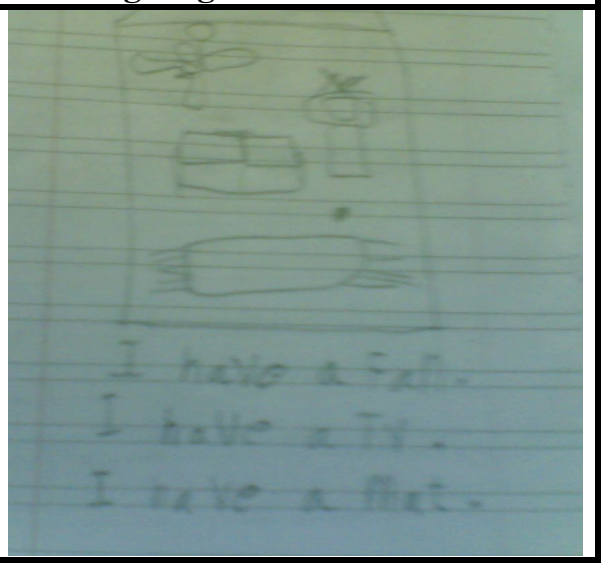


Developing writing stage



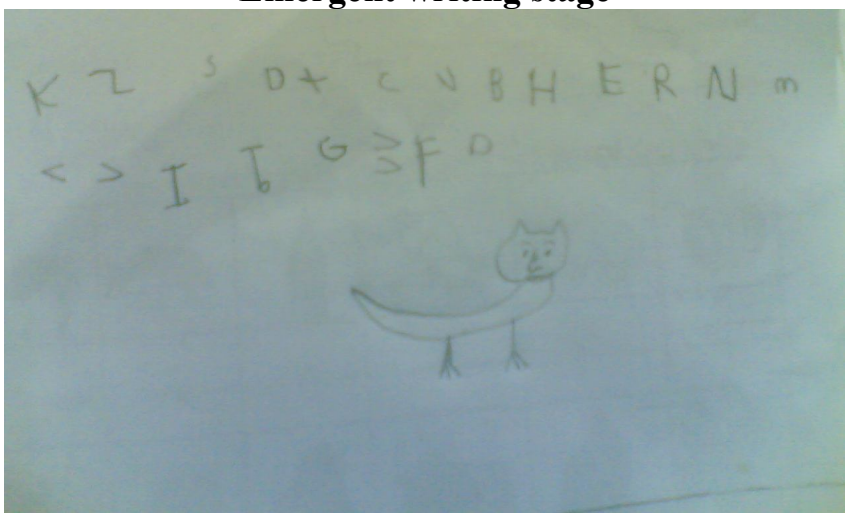
Exceptional writing stage



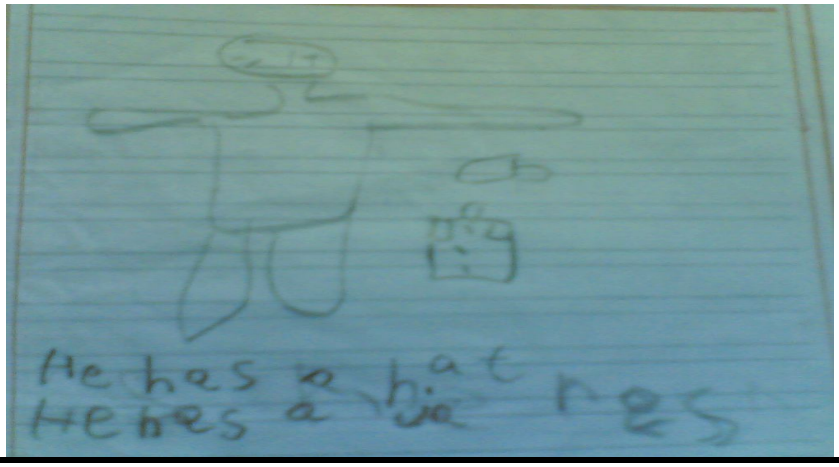


Pupil 16

Emergent writing stage



Developing writing stage

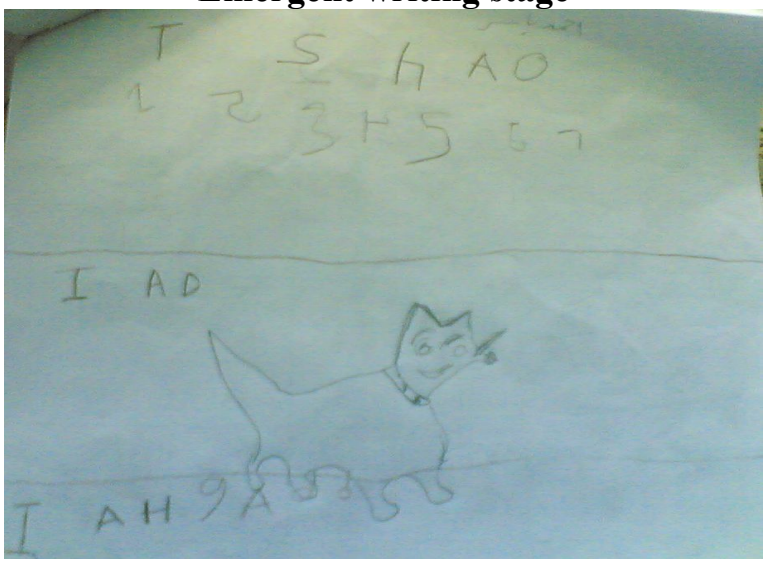


Exceptional writing stage



Pupil 17

Emergent writing stage

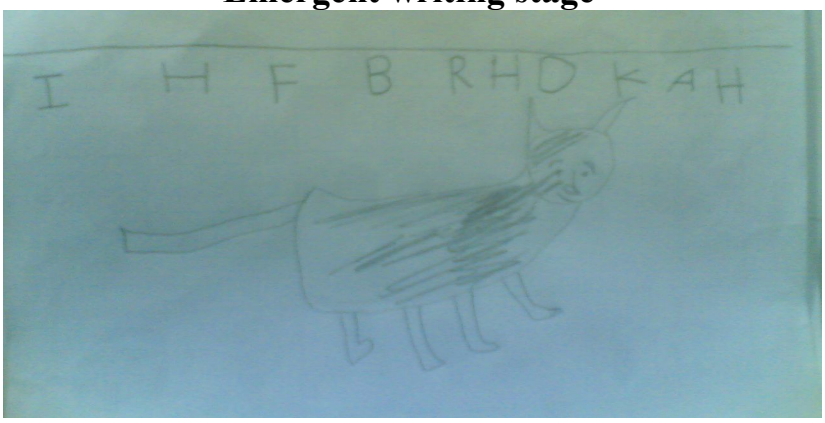


Developing writing stage



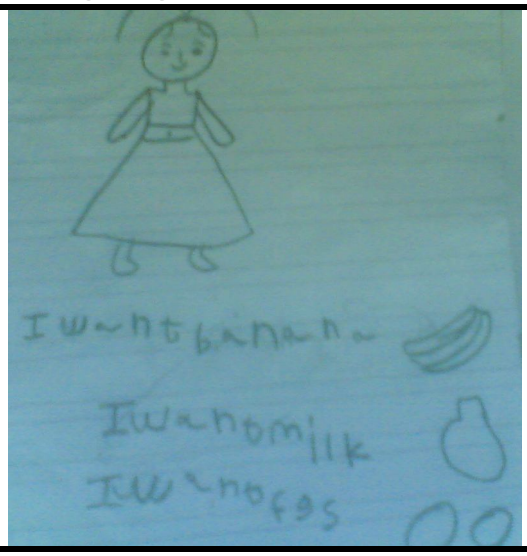
Pupil 18

Emergent writing stage



Developing writing stage



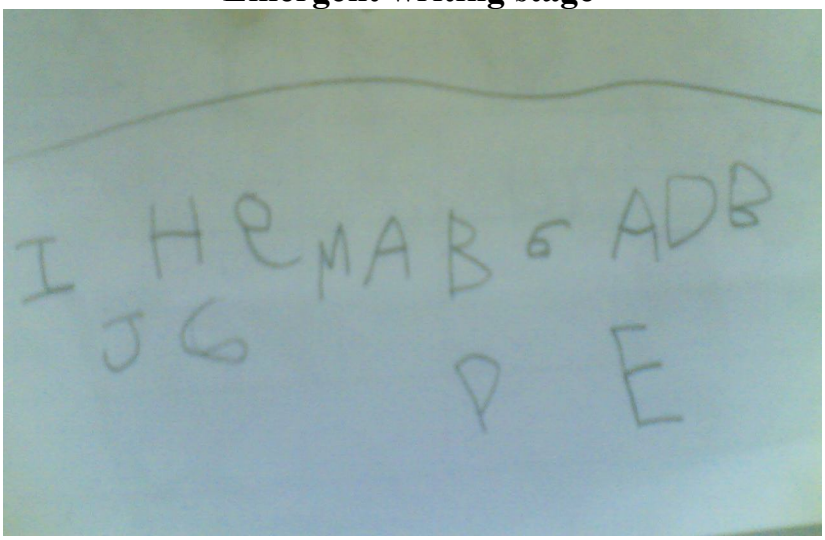


Exceptional writing stage

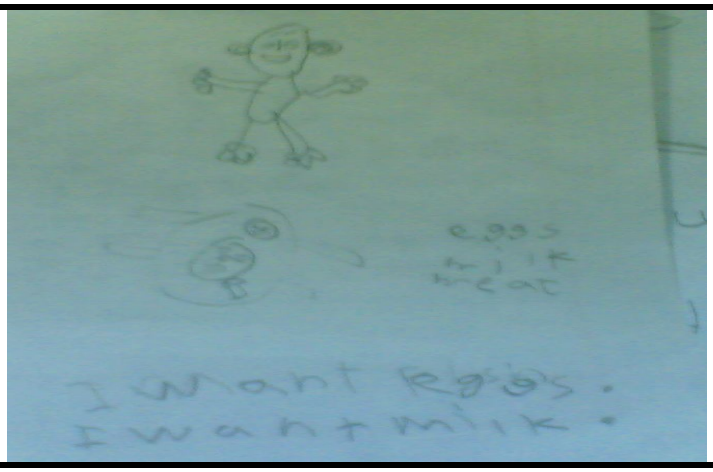


Pupil 19

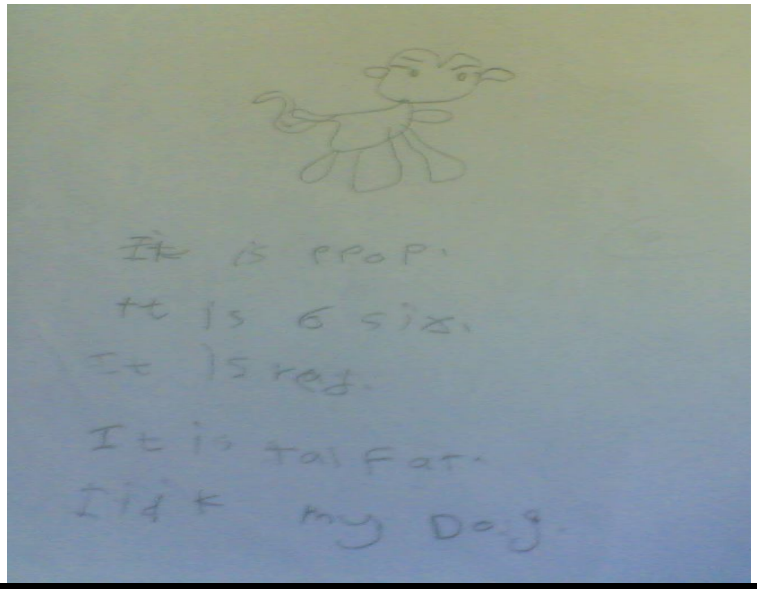
Emergent writing stage



Developing writing stage

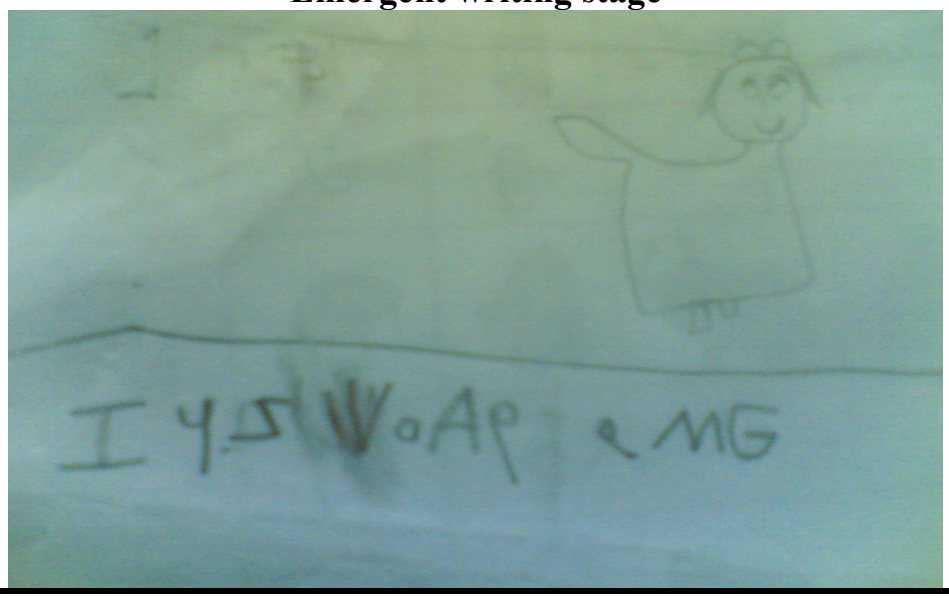


Exceptional writing stage

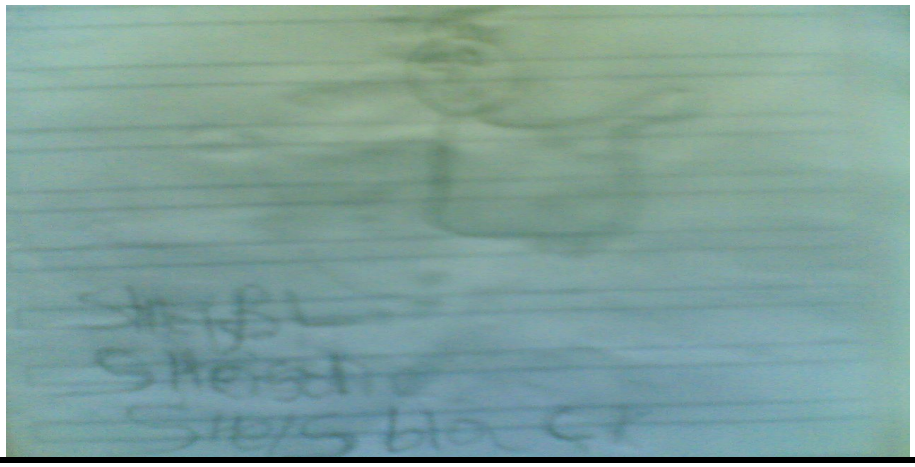


Pupil 20

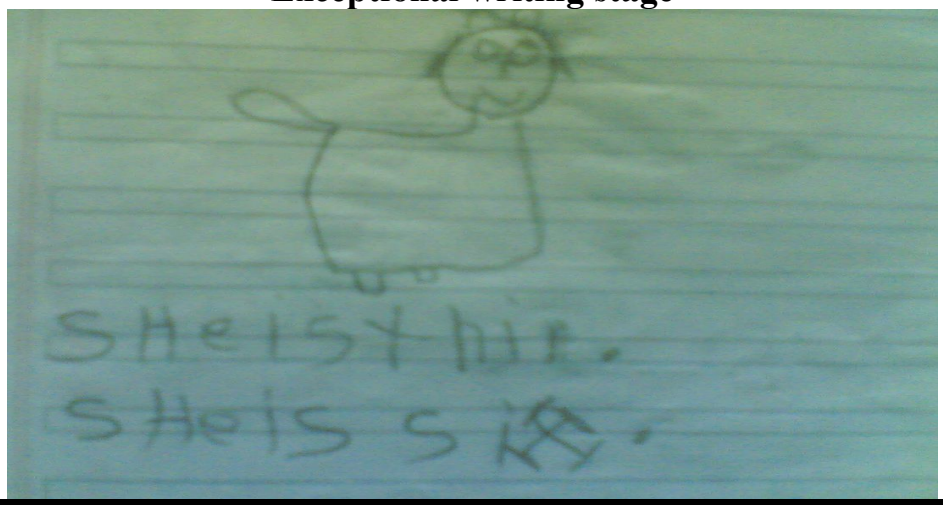
Emergent writing stage



Developing writing stage

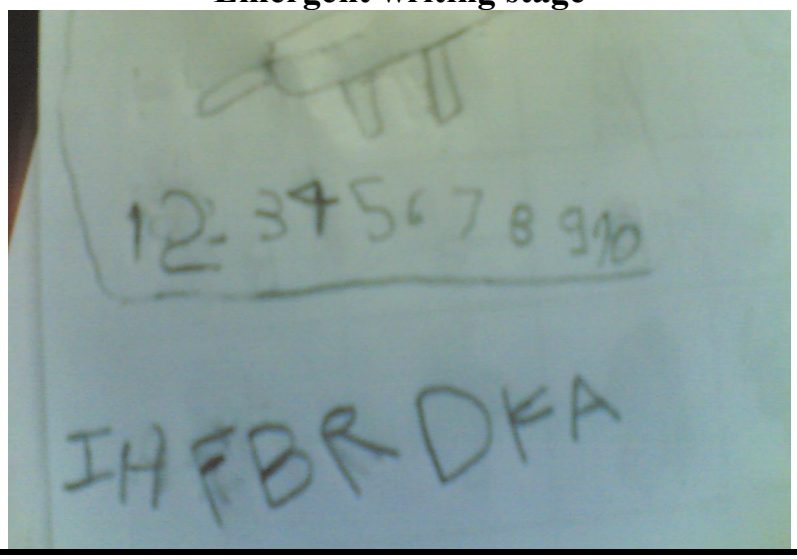


Exceptional writing stage

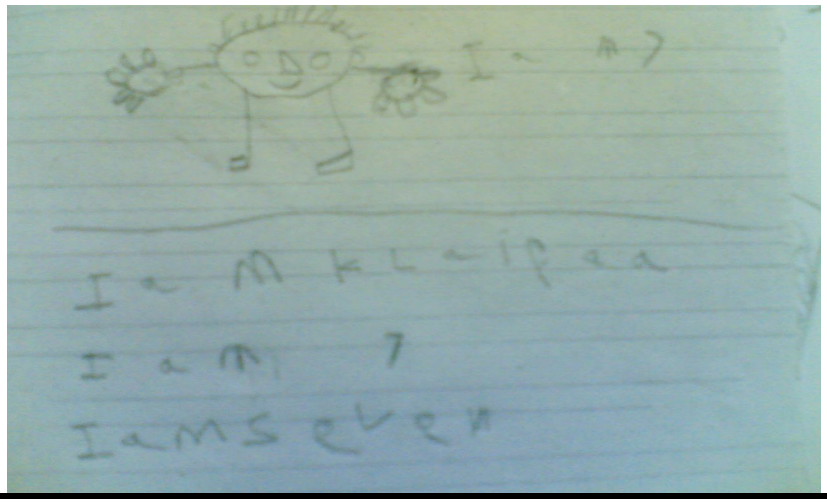


Pupil 21

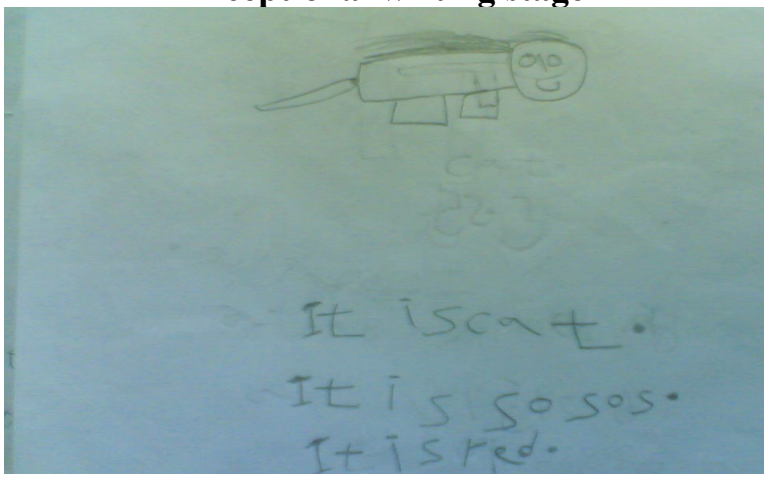
Emergent writing stage



Developing writing stage

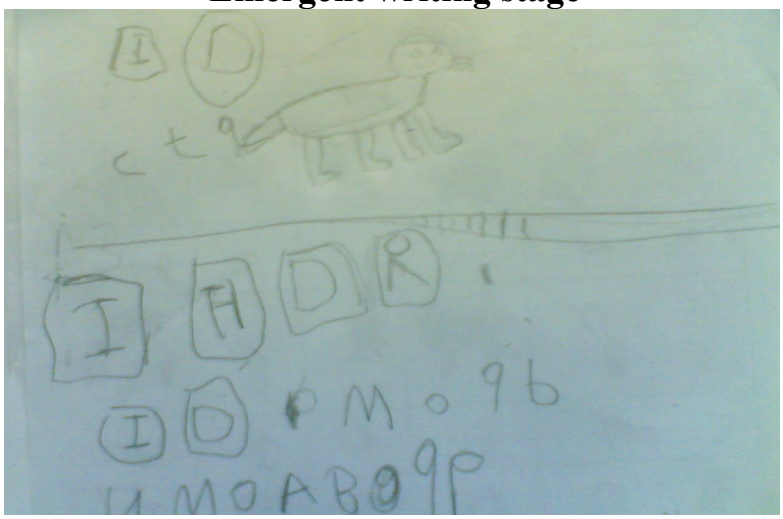


Exceptional writing stage



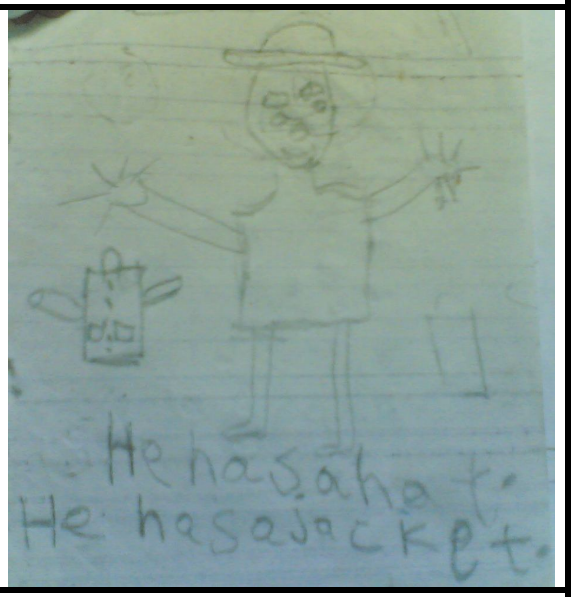
Pupil 22

Emergent writing stage

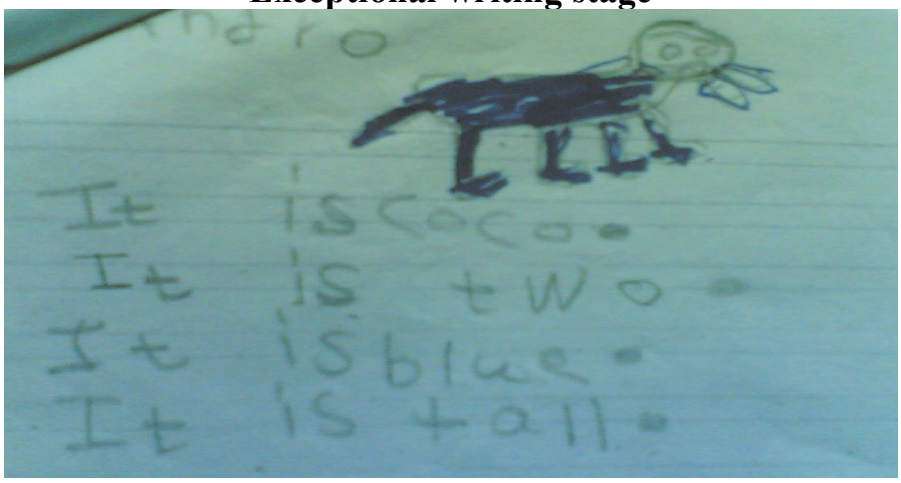


Developing writing stage



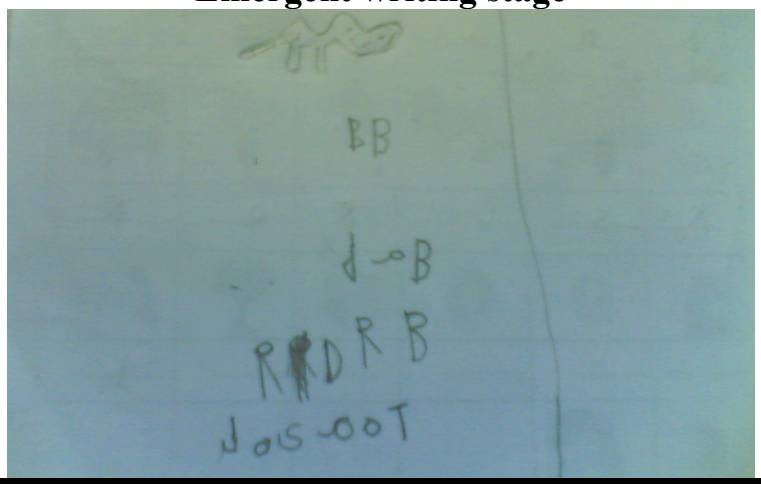


Exceptional writing stage



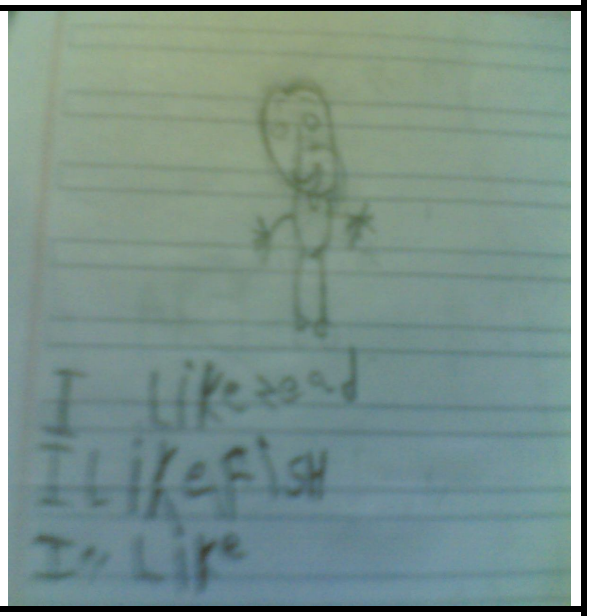
Pupil 23

Emergent writing stage

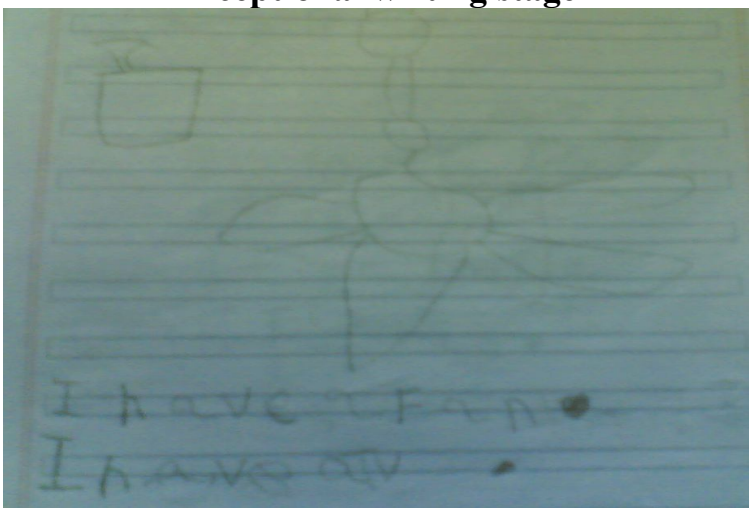


Developing writing stage



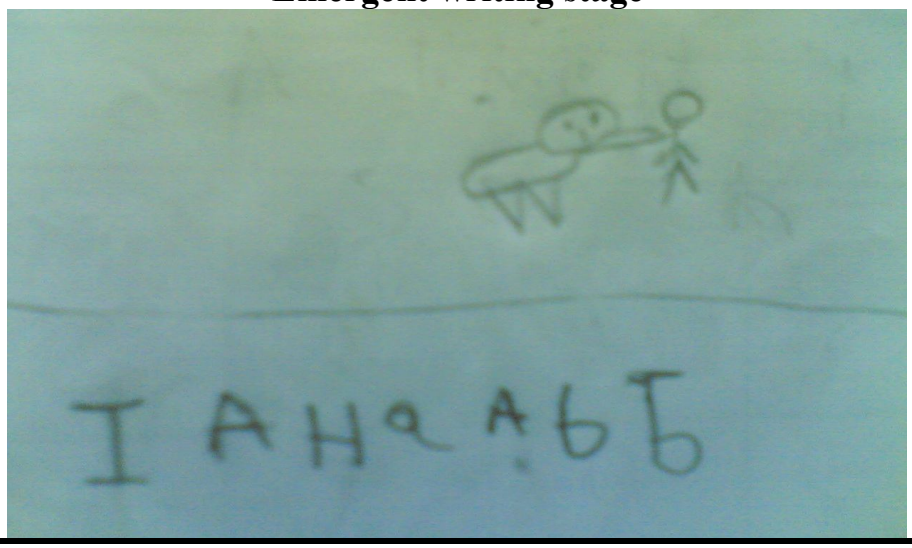


Exceptional writing stage

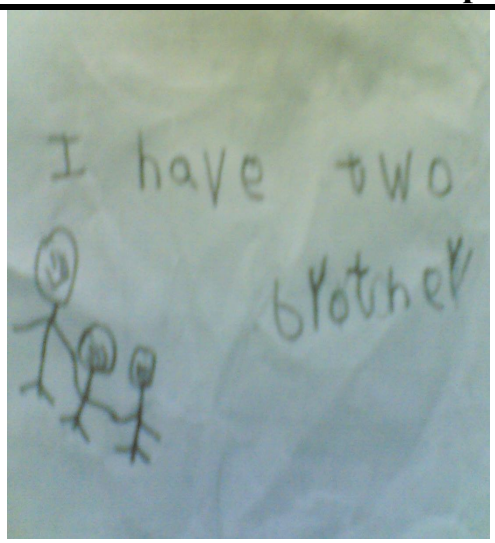


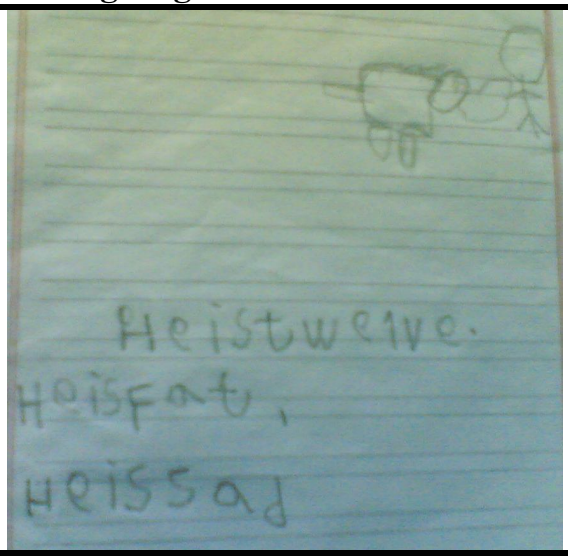
Pupil 24

Emergent writing stage

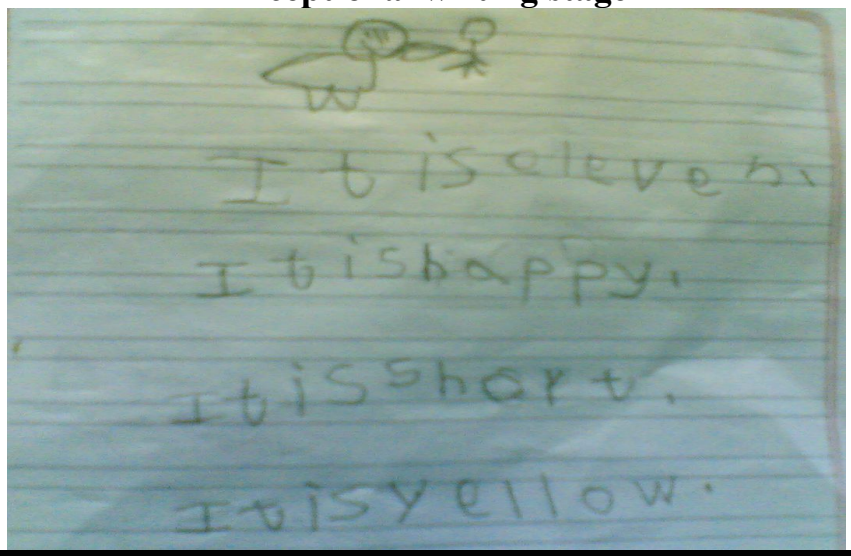


Developing writing stage



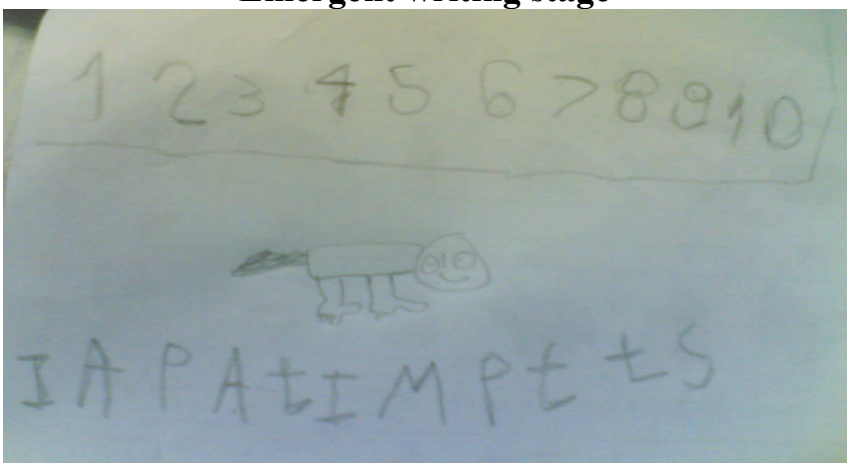


Exceptional writing stage

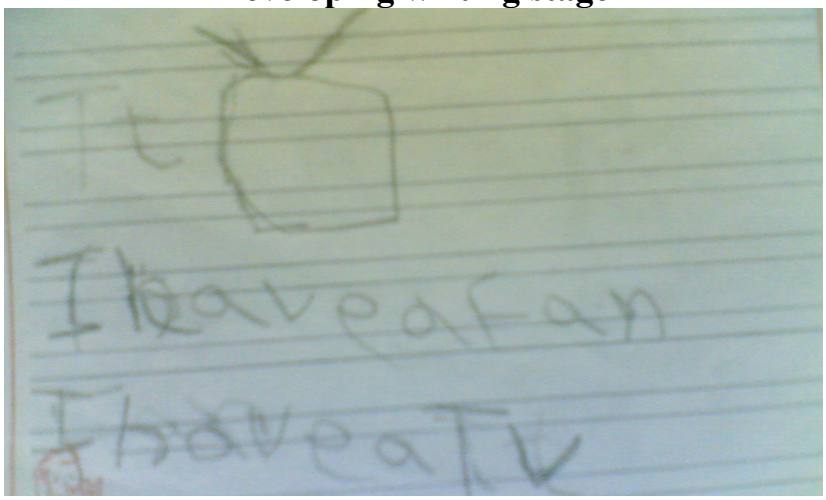


Pupil 25

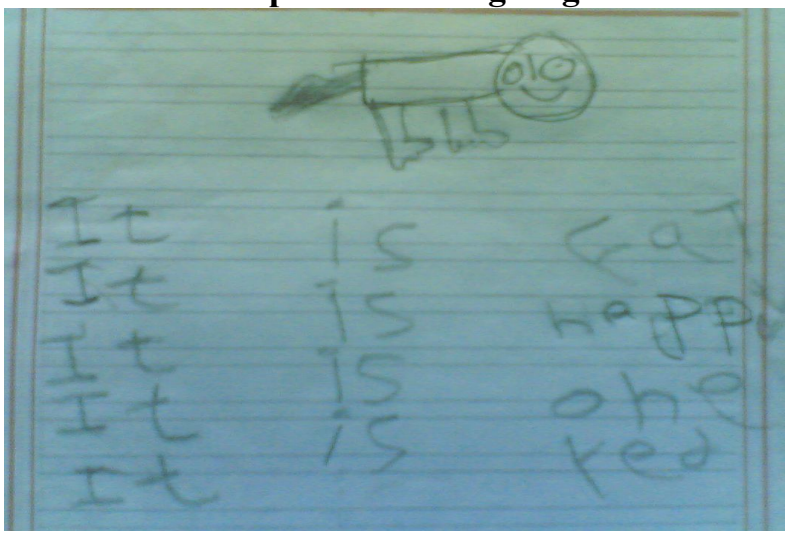
Emergent writing stage



Developing writing stage

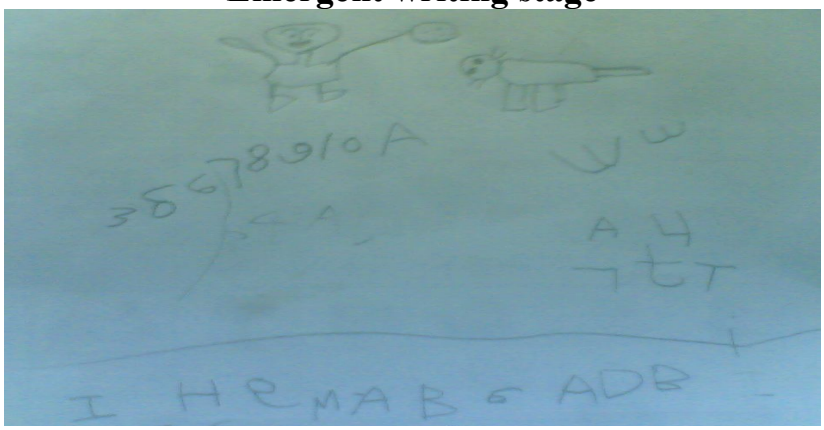


Exceptional writing stage



Pupil 26

Emergent writing stage

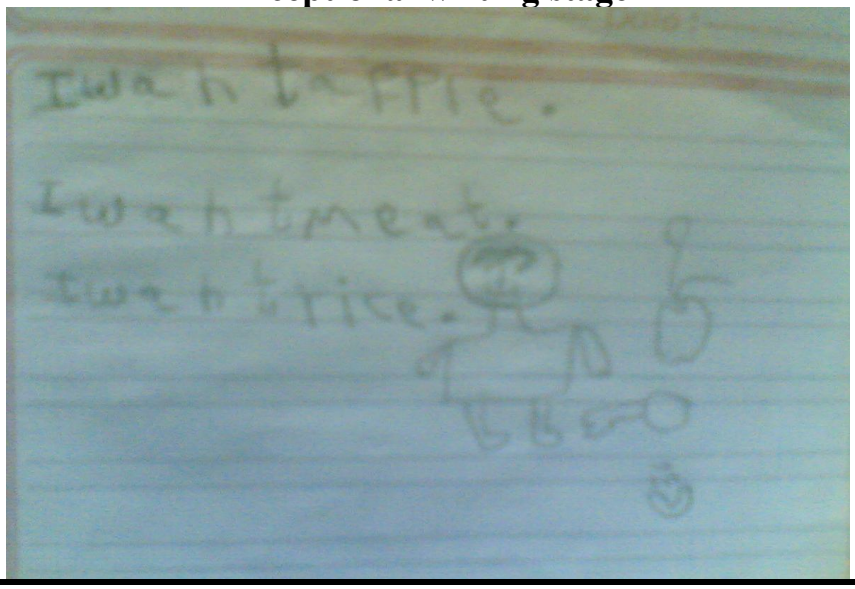


Developing writing stage



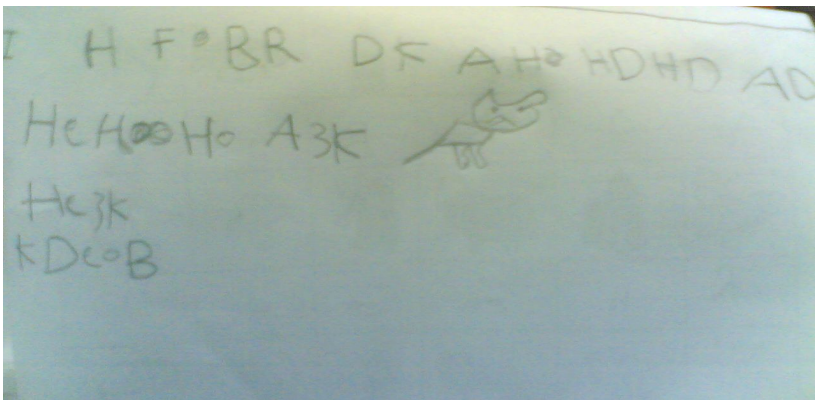


Exceptional writing stage



Pupil 27

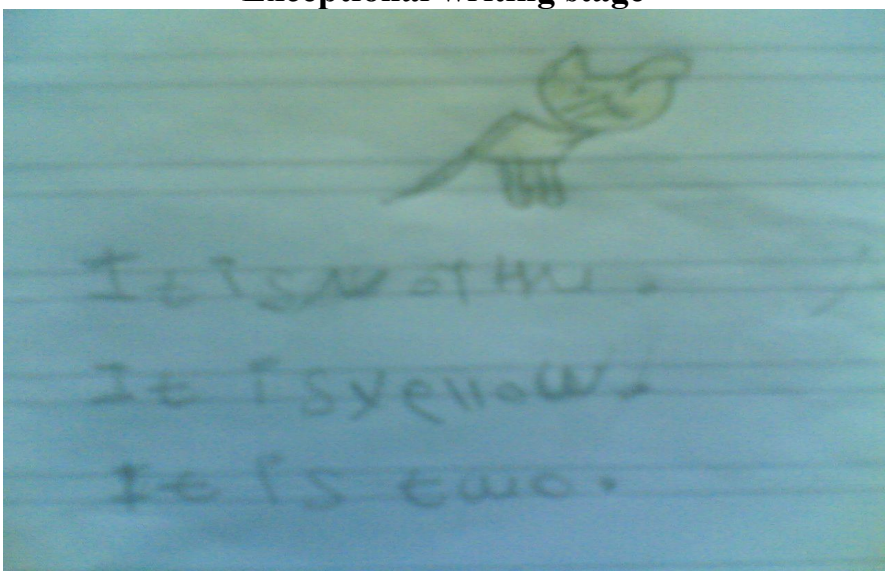
Emergent writing stage



Developing writing stage

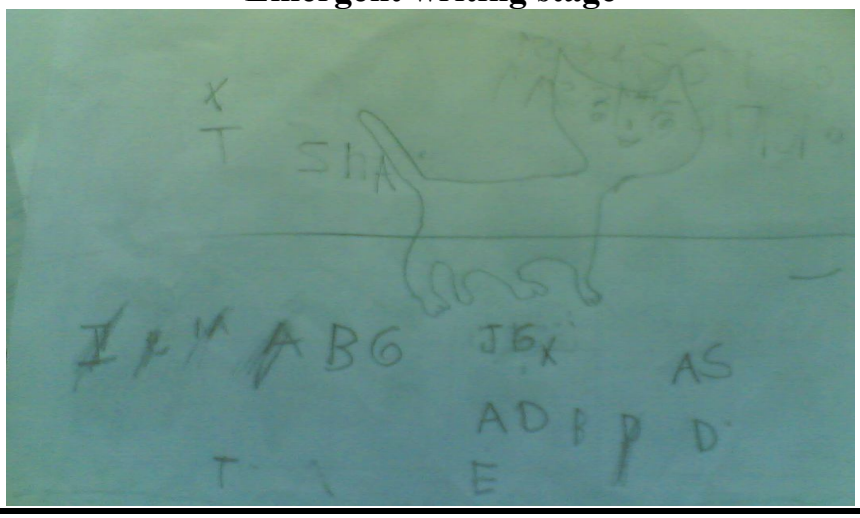


Exceptional writing stage



Pupil 28

Emergent writing stage

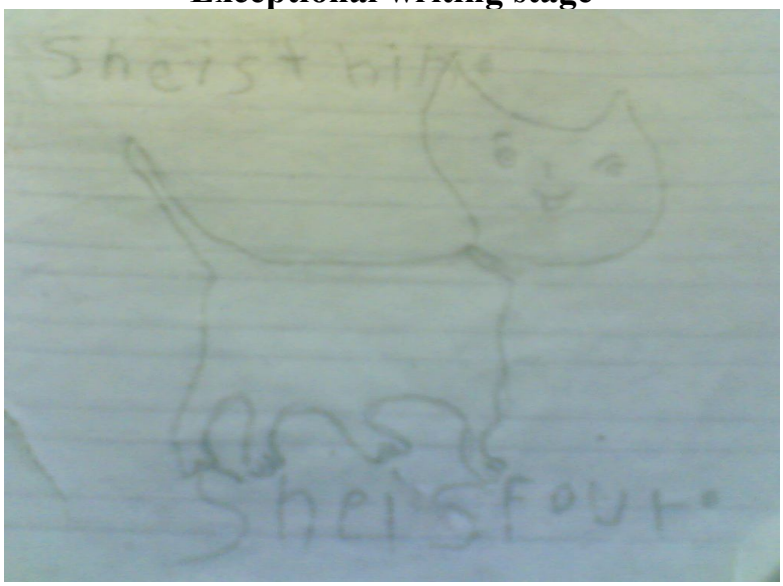


Developing writing stage





Exceptional writing stage

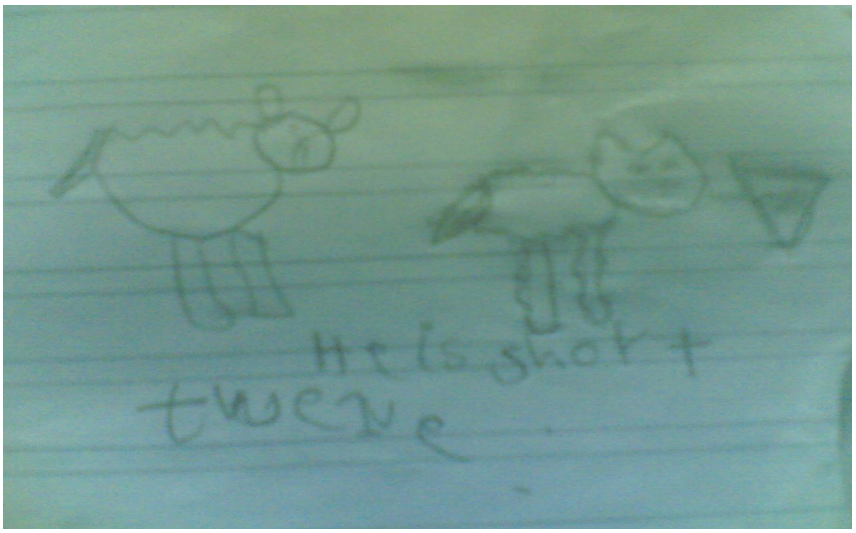


Pupil 29

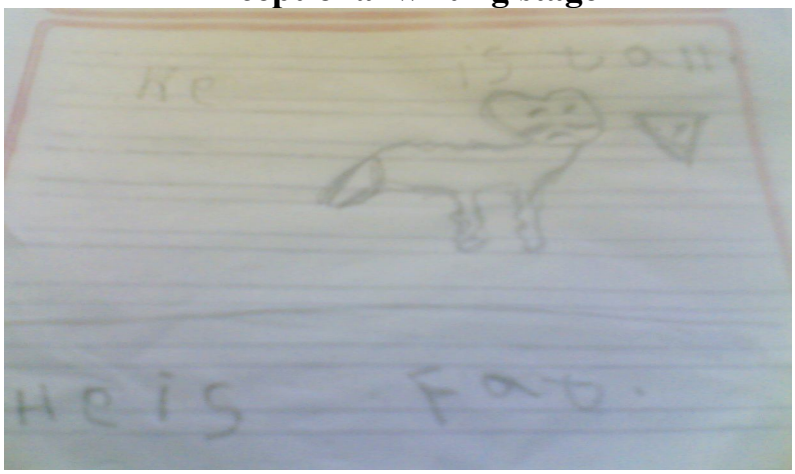
Emergent writing stage



Developing writing stage



Exceptional writing stage

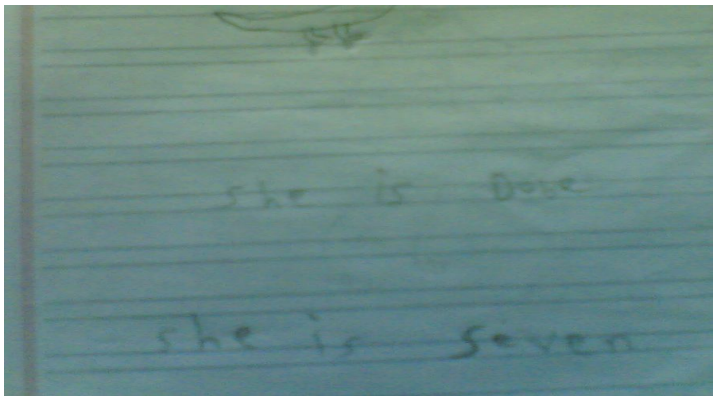


Pupil 30

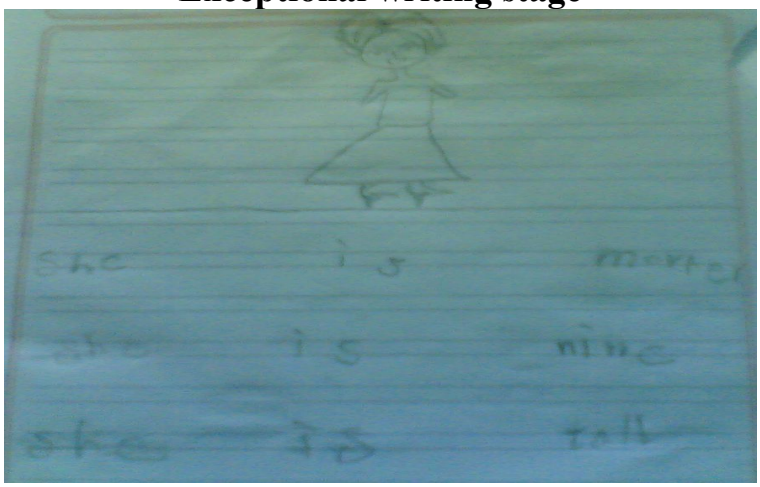
Emergent writing stage



Developing writing stage



Exceptional writing stage



Appendix (E)

- List of Jury Members
- Pictures

Jury Members

No	Name	Position	Institute
1	Dr. Sohir Selem	Professor of Curriculum and instruction (TEFL).	Faculty of Education, Helwan University
2	Dr. Atta Taha Zidan	Professor of Curriculum and instruction (TEFL).	Faculty of Education, Minia University
3	Dr. Hayat Refaey Ali	Professor of Curriculum and instruction (TEFL).	Faculty of Education, Minia University
4	Dr. Eman Zaki M.	Professor of Curriculum and instruction (TEFL).	Faculty of Education, Minia University
6	Dr. Gamal M. Shehata	Associate Professor of Curricula and Methods of Teaching English	Faculty of Education, Minia University
7	Dr. Aid Abdel wahed Ali	Associate Professor of Curriculum and instruction (TEFL).	Faculty of Education, Minia University
8	Dr. Wafaa El Desoky	Associate Professor of Educational Technology	Faculty of Specific Education, Minia University
9	Dr. Muhamed Abdel Latif	Lecturer of Curriculum and instruction (TEFL).	Institute of Educational Studies Cairo University
10	Dr. Hwayda Mostafa	Lecturer of Curriculum and instruction (TEFL).	Faculty of Education, Minia University

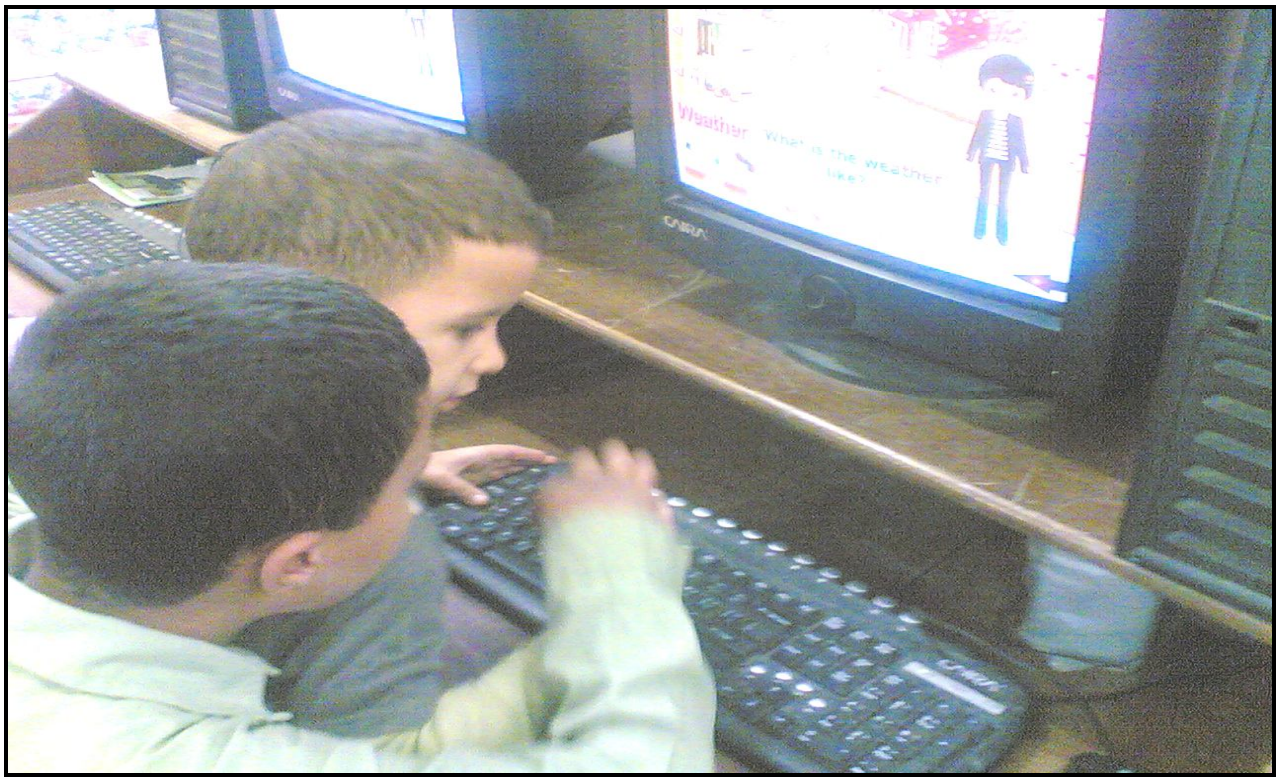
11	Dr. Fatma Abdel Haque	Lecturer of Curriculum and instruction (TEFL).	Faculty of Education, Assiut University
12	Dr. Salwa M. El Said	Lecturer of Curriculum and instruction (TEFL).	Faculty of Education, Assuit University
13	Dr. Hanan Abdel-Hafez	Lecturer of Curriculum and instruction (TEFL).	Faculty of Education, Assuit University
14	Dr. Sameha Ali Mohamed	Lecturer of Curriculum and instruction (TEFL).	Faculty of Education, Assuit University
15	Dr. Muhamed Reyad	Lecturer of Curriculum and instruction (TEFL).	Faculty of Education, Assuit University
16	Dr. Enas El Hosany	Lecturer of Educational Technology	Faculty of Specific Education, Minia University
17	Dr. Adham Kamel	Lecturer of Educational Technology	Faculty of Specific Education, Minia University
18	Dr. Eman Zaki	Lecturer of Educational Technology	Faculty of Specific Education, Minia University
19	Dr. Mamdoh Abdel Hamed	Lecturer of Educational Technology	Faculty of Specific Education, Minia University
20	Dr. Muhamed Yousef	Lecturer of Educational Technology	Faculty of Specific Education, Minia University

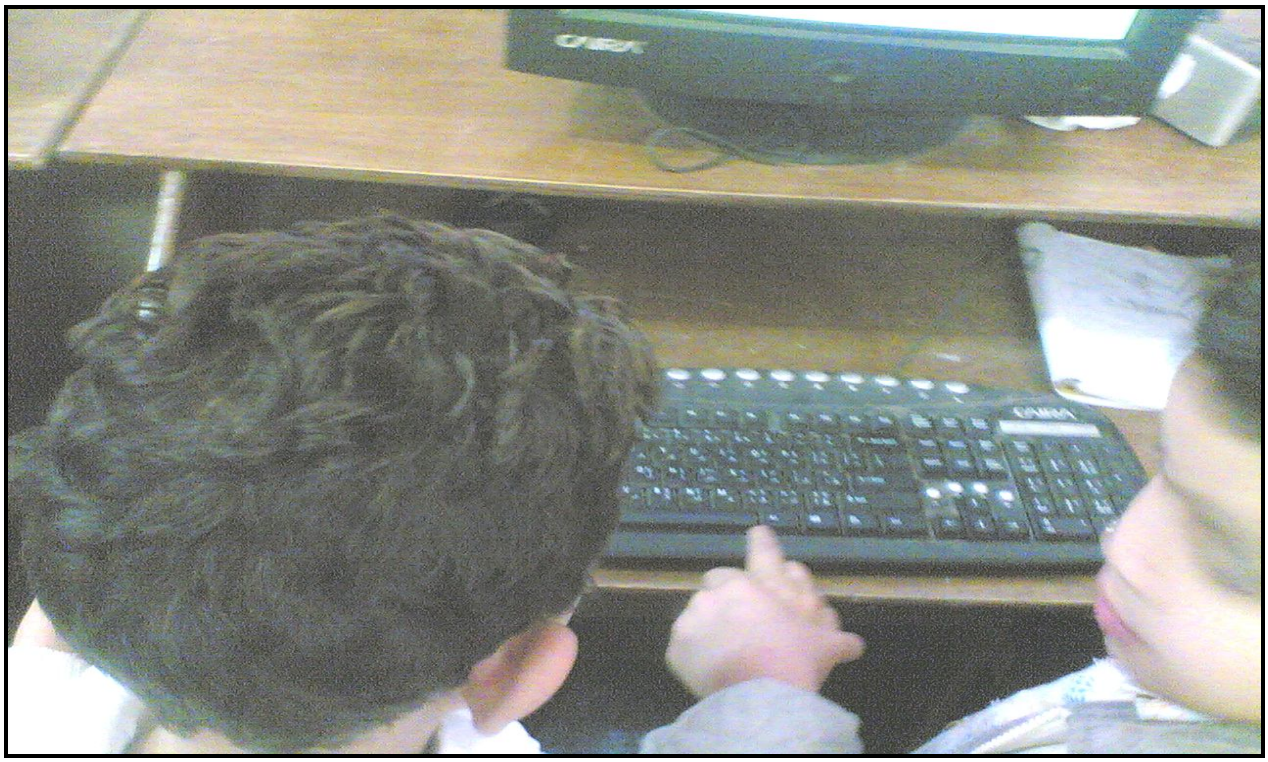
Pictures





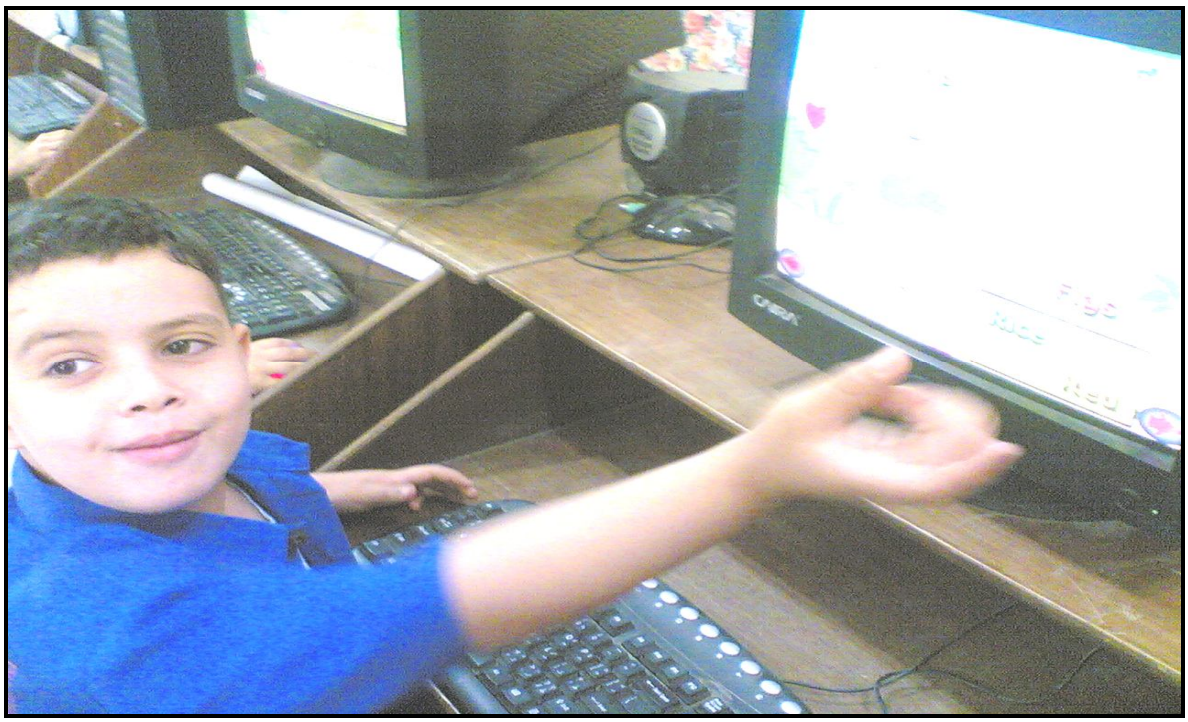
Pupils practise the Computer Edutainment Program





Pupils scaffold their peers to write on the keyboard during the Computer Edutainment Program





Pupils' joy after receiving an immediate feedback for their correct responses





Pupils collaborate and think together during practising the Computer Edutainment Program



A pupil's interaction with the Computer Edutainment Program using his left and right hands at the same time

ملخص الدراسة بالغة العربية

جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

فاعلية استخدام ألعاب الكمبيوتر التعليمية الترفيهية فى تنمية مهارة الكتابة لدى طلاب الصف الثانى الإبتدائى

رسالة ماجستير مقدمة من

عزة أشرف محمد عبد الرحيم

للحصول على درجة الماجستير فى التربية تخصص مناهج وطرق تدريس اللغة الإنجليزية

إشـــراف

أ.د/ اسماء غانم غيث
أستاذ المناهج وطرق التدريس
اللغة الإنجليزية- كلية التربية
جامعة عين شمس

أ.م.د/ زينب محمد أمين
أستاذ تكنولوجيا التعليم المساعد
قسم تكنولوجيا التعليم
كلية التربية النوعية –جامعة المنيا

2011

ملخص الدراسة باللغة العربية

مقدمة

بحلول القرن الحادي والعشرين أصبح التركيز فى تعلم اللغة الإنجليزية منصباً على مهارة التحدث واهمال مهارة الكتابة. وعلى الرغم من أن الكتابة هامة لعملية تواصل المعرفة، و أنها جزء مكمل لتنمية القراءة و الكتابة عند الطفل، و أنها يجب أن تنمى بشكل متكامل مع كل من مهارات الاستماع و التحدث و القراءة داخل نظام متكامل لتعلم القراءة والكتابة، إلا إنها لا تلقى الاهتمام اللازم من قبل مقرر "Hand in Hand" للغة الإنجليزية للصف الثانى الإبتدائى حيث إنه يعطى اهتماماً زائداً لمهارات التواصل الشفوى أكثر من مهارات الكتابة. كما تقتصر مهارات الكتابة للصف الثانى الإبتدائى على مجرد النسخ لبعض الكلمات والحروف الهجائية. كما أن جميع الأنشطة مصممة لإكساب الطفل عادات الخط الجميل طويلة المدى. وبالتالى يركز على أدنى مهارات الكتابة. علاوة على ذلك، ينتقل التلاميذ للصف الثالث الإبتدائى دون اكتساب مهارات الكتابة الأساسية. فتعلم مهارات الكتابة يجب أن يكون متكاملاً مع تعلم مهارات الاستماع و التحدث والقراءة. و يجب أن يكون منصباً على اكساب التلاميذ منذ البداية مهارات و استراتيجيات كتابة تمكنه من تطبيقها ذاتياً و استقلالياً فى كتابتهم فيما بعد. وبناءاً على مراجعة الأدبيات والبحوث والدراسات السابقة ووفقا لبيانات التحليل الإحصائى لاستطلاع الرأى فقد اتضحت الحاجة إلى توفير أنشطة أثرائية كتابية لتنمية مهارة الكتابة لدى طلاب الصف الثانى الإبتدائى، بحيث يكتسب الطالب ليس فقط مهارات الكتابة الأساسية (الترقيم، الهجاء،...إلخ) بل يكتسب أيضاً مهارات الكتابة (التخطيط، التنظيم، المراجعة، تقييم الذات، استخدام الاستراتيجيات المتعلمة اثناء الكتابة) التى تمكنه من التواصل والنجاح الأكاديمى و تكون بمثابة حجر الأساس للكتابة الأبدعية فيما بعد. ومن هنا ترى الباحثة أنه من الممكن تنمية مهارة الكتابة لدى تلاميذ الصف الثانى الإبتدائى من خلال اتباع مذهب البنائية الاجتماعية عن طريق تقديم أنشطة كتابية إثرائية بألعاب الكمبيوتر التعليمية الترفيهية المبنية على استخدام الدعامات سواء كانت هذه الدعامات باستخدام الكمبيوتر أم من قبل المدرس أو الأقران. وبالتالي يساعد هذا على تنمية مهاراة الكتابة حيث يكتسبها الطفل في جو اجتماعى تفاعلى ممتع خالٍ من التهديد.

مشكلة البحث

يمكن إيجاز مشكلة الدراسة في التساؤلات الآتية:

1. هل معلمو اللغة الانجليزية بالمرحلة الإبتدائية فى احتياج لأنشطة اثرائية كتابية لتنمية مهارة الكتابة لدى تلاميذ الصف الثانى الإبتدائى؟
2. ما مدى تأثير استخدام ألعاب الكمبيوتر على جودة الكتابة لدى تلاميذ الصف الثانى الإبتدائى؟
3. ما مدى تأثير استخدام ألعاب الكمبيوتر على كم المفردات التى يكتسبها تلاميذ الصف الثانى الإبتدائى؟
4. ما انطباعات تلاميذ الصف الثانى الإبتدائى عن استخدام ألعاب الكمبيوتر التعليمية الترفيهية؟
5. هل استخدم التلاميذ فى كتابتهم ما تعلموه من استراتجيات و مفاهيم الكتابة؟

اهداف البحث

تهدف هذه الدراسة إلى:

1. التعرف على أثر استخدام ألعاب الكمبيوتر التعليمية الترفيهية في تنمية مهارة الكتابة لدى تلاميذ الصف الثانى الإبتدائي.
2. التعرف على انطباعات تلاميذ الصف الثانى الإبتدائى عن استخدام ألعاب الكمبيوتر التعليمية الترفيهية.
3. استطلاع أراء معلمى المرحلة الإبتدائية حول احتياجهم لأنشطة اثرائية كتابية لتدريس مهارات الكتابة لتلاميذ الصف الثانى الإبتدائي؟
4. استطلاع أراء معلمى اللغة الانجليزية بالمرحلة الإبتدائية حول الممارسات التى يتبعها فى تدريس الكتابة.
5. التعرف على أثر استخدام ألعاب الكمبيوتر التعليمية الترفيهية في تنمية المفردات لدى تلاميذ الصف الثانى الإبتدائي.
6. التعرف على أثر استخدام ألعاب الكمبيوتر التعليمية الترفيهية في تنمية تقييم الذات لدى تلاميذ الصف الثانى الإبتدائي.

أهمية البحث

تتمثل أهمية الدراسة فى:-

1. تقديم برنامج فى اللغة الإنجليزية قائم على استخدام ألعاب الكمبيوتر التعليمية الترفيهية.
2. تنمية مهارة الكتابة لدى عينة من طلاب الصف الثانى الإبتدائى.

فروض البحث

سوف يتم اختبار الفروض التالية:

1. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى لمهارة الكتابة ككل.
2. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى لجودة مهارة الكتابة.
3. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى فيما يتعلق بالمحتوى والأفكار لمهارة الكتابة.
4. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى فيما يتعلق بالإسلوب لمهارة الكتابة.
5. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى فيما يتعلق بالتنظيم و الشكل لمهارة الكتابة.
6. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى فيما يتعلق بالهجاء والترقيم.
7. توجد فروق ذات دلالة احصائية بين متوسطات درجات الطلاب فى التطبيق القبلى والتطبيق البعدى لصالح التطبيق البعدى فيما يتعلق بكم المفردات التى يكتسبها التلاميذ.

حدود البحث

تتمثل حدود البحث فى:

- **الحدود المنهجية**

استخدمت الدراسة الحالية المنهج شبه التجريبى وتحدد متغير الدراسة فى استخدام ألعاب الكمبيوتر التعليمية الترفيهية كمتغير مستقل و تنمية مهارة الكتابة كمتغيرات تابعة وتم ضبط المتغيرات التالية:

- المؤسسة التى يدرس فيها الطلاب (مدرسة بنى حماد الإبتدائية بمحافظة المنيا)
- سنوات الدراسة للغة الإنجليزية

- **الحدود البشرية**

تتمثل عينة الدراسة الاساسية فى 30 طالباً من تلاميذ الصف الثانى الإبتدائى.

- **الحدود الزمنية**

تم تطبيق ادوات الدراسة الاستطلاعية والاساسية لتحديد صدق وثبات الادوات المستخدمة فى الدراسة الحالية فى الفصل الدراسى الثانى للعام الدراسى 2010 م

ادوات البحث

أعد الباحث أدوات الدراسة الحالية:

1- استطلاع رأى لتقييم احتياج المدرسين لأنشطة أثرائية كتابية.
2- استطلاع رأى للتلاميذ حول مدى استخدامهم للتكنولوجيا.
3- استطلاع رأى للمدرسين حول الممارسات المستخدمة فى تدريس الكتابة.
4- استبانة لتحديد مهارات الكتابة.
5- اختبار الكترونى لتقييم مهارة الكتابة
6- اختبار ورقى لتقييم مهارة الكتابة
7- اختبار لتقييم المفردات
8- مفتاح تصحيح (rubric).
9- سجل تطور الكتابة
10- سجلات التأمل
11- بطاقة مراجعة لتقييم الذات
12- بطاقة مراجعة لتحديد الاستراتيجيات المستخدمة فى الكتابة.
13- برنامج مقترح مبنى على استخدام ألعاب الكمبيوتر التعليمية الترفيهية لتنمية مهارة الكتابة.

منهج الدراسة

استخدمت الدراسة الحالية المنهج شبه التجريبى.

اجراءات الدراسة

1- استعراض ومسح للدراسات السابقة المتعلقة بمهارة الكتابة واستخدام الكمبيوتر فى التدريس.
2- تحديد الأهداف العامة والإجرائية.
3- تصميم البرنامج القائم على استخدام ألعاب الكمبيوتر التعليمية الترفيهية.
4- تحكيم صلاحية البرنامج التدريبى وصدقة من قبل هيئة من المتخصصين فى اللغة الإنجليزية و التكنولوجيا.
5- بناء الأدوات وتحكيمها.
6- تطبيق الاختبارات قبلياً.
7- تطبيق البرنامج.

8- تطبيق الاختبارات بعدياً.
9- مقارنة نتيجة التطبيقين.
10- تحليل الدرجات
11- مناقشة النتائج التى تم التوصل اليها
12- تقديم التوصيات والاقتراحات للبحوث المستقبلية.

النتائج

بعد تطبيق التجربة ،تم استخدام البرنامج الاحصائى SPSS لحساب قيمة ت، وتحليل البيانات التى تم الحصول عليها بواسطة الأدوات المستخدمة فى الدراسة، وقورنت درجات المجموعة الواحدة فى الاختبار القبلى والبعدى، وأظهرت النتائج تحسناً ذا دلالة احصائية فى كل من: مهارات الكتابة ككل، تقييم الذات،و زيادة كم المفردات.

وقد أكدت النتائج أن استخدام برنامج ألعاب الكمبيوتر التعليمية الترفيهية قد أثر تأثيراً إيجابياً على تحسين مستوى التلاميذ فى جودة الكتابة بالإضافة إلى تقييم الذات و زيادة كم المفردات.

توصيات البحث

قدم البحث الحالى العديد من التوصيات منها:

1. ضرورة مساعدة تلاميذ المرحلة الإبتدائية على اكتساب واستخدام مهارة الكتابة فى وقت مبكر.
2. ينبغى أن تركز أهداف تدريس اللغة الإنجليزية على تدريس عملية الكتابة بجانب ميكانزمات الكتابة.
3. التأكيد على استخدام التكنولوجيا فى تدريس مهارات الكتابة فى المرحلة الإبتدائية.
4. ضرورة اكساب التلاميذ مهارات التعامل مع التكنولوجيا فى جميع صفوف التعليم الإبتدائى.

مقترحات البحث

1. قدم البحث الحالى العديد من المقترحات منها:
2. إعادة تطبيق الدراسة الحالية على عينات أخرى من طلاب اللغة الإنجليزية.
3. بحث فاعلية استخدام ألعاب الكمبيوتر التعليمية الترفيهية لتنمية الكتابة الإبداعية.
4. بحث فاعلية استخدام ألعاب الكمبيوتر التعليمية الترفيهية لتنمية المهارات الأربع للغة الإنجليزية بجانب اتجاه التلاميذ نحوها.
5. بحث فاعلية استخدام ألعاب الكمبيوتر التعليمية الترفيهية لدى التلاميذ ذو الاحتياجات الخاصة.
6. بحث فاعلية استخدام ألعاب الكمبيوتر التعليمية الترفيهية على عينة أكبر من مقاطعات مدرسية مختلفة لتعميم نتائج البحث.